#### Start Time - 7:00 pm EST

## DISTANCE LEARNING PLAYBOOK Webinar Series

•• TeachingChannel

Tch

Leading Learning from a Distance:

**Mindframes for Leaders** 



CORWIN

#### 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"

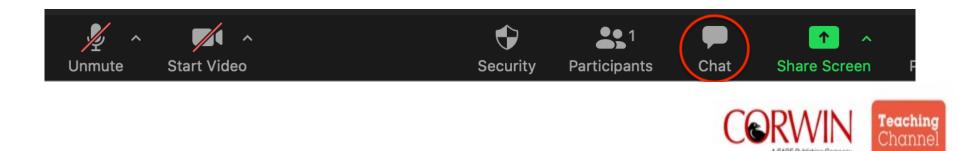




#### Opening Chat Warm-up

Answer these questions in the Chat!

- What is your state/district and role?
- What daily message, mantra, or inspiration do you offer yourself?



#### Learn More...

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

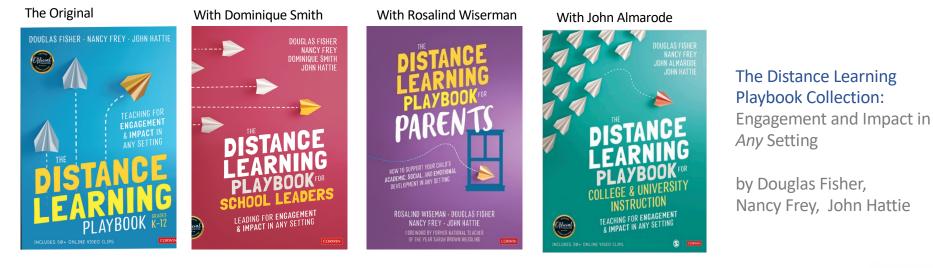
TODAY! Mindframes for LeadersOn Demand Creating and Maintaining School ClimateOn Demand Instructional Supervision – A Framework for Distance Learning

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

On Demand EngagementOn Demand Planning learningOn Demand Assessing learning and providing feedback



#### Enjoy the books!





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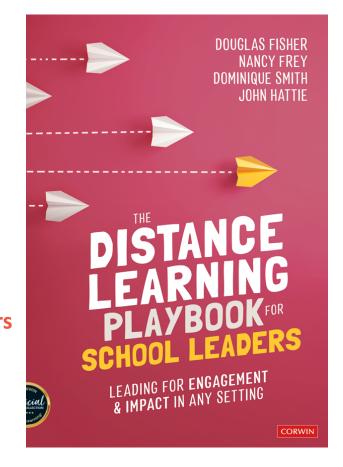


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### WHAT IS TEACHING CHANNEL PLUS?

- 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



#### **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.



Teaching

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Leading at a Distance: Mindframes for Leaders

> Nancy Frey Teaching Channel November 10, 2020



Mindframes are how you think about your work and the decisions you make.

Your internal operating system

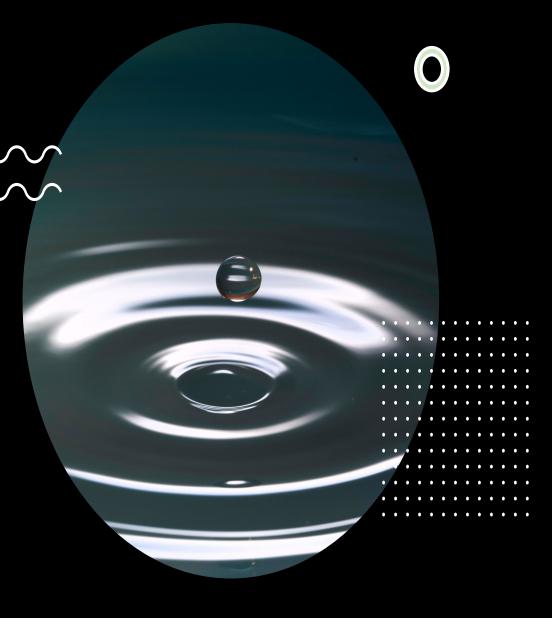


Avoid the highly problematic heroic approach to school leadership.

3. I collaborate with teachers and peers about my conceptions of progress and impact. (pp. 101-103)

**Mindframes for Leaders** 

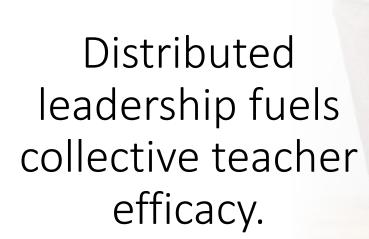
Collective teacher efficacy is the belief of a group that they possess the wherewithal to positively impact student learning.





With an effect size of 1.39, CTE has the potential to triple the speed of learning. (Hattie, 2019)







Distributed leadership is about getting work done in a more efficient way while also increasing the capacity within the organization. The leader is no longer central to the team and greater interdependence develops and exists between the team members and the leader. The leader has delegated some responsibilities and decisions and the team's authority has increased.

The Leader	Team Members
<ul> <li>Has shifted from sole doer to supporter, coach, and facilitator in distributed areas.</li> </ul>	<ul> <li>Assume distributed duties/areas with little assistance from the leader.</li> </ul>
<ul> <li>Works with team to expand authority to higher level responsibilities.</li> </ul>	<ul> <li>Work closely with school staffs and, in many cases, other team members. Some form their own networks.</li> </ul>
<ul> <li>Coordinates the team efforts.</li> </ul>	<ul> <li>Assume distributed responsibilities formerly held by the leader and have decision-making authority in those areas.</li> </ul>
<ul> <li>Allows others to direct organization members in Influencing distributed areas of the core work.</li> </ul>	<ul> <li>Direct organization members in influencing distributed areas of the core work.</li> </ul>

*Source:* DeFlaminis Abdul-Jabbar, & Yoak. (2016). *Distributed leadership in schools: A practical guide for learning and improvement*. New York, NY: Routledge.



Collective Jeadership efficacy refers to principals' shared beliefs about their collective capacity to improve student outcomes within and across schools in the district. (Donohoo, 2021)

#### NOTE TO SELF

We ask you, right now, to think about the last time you engaged with your team and to consider each of these statements:

- $\Box$  It is hard for me to engage with my peers when the project is not my own of least my own idea.
- ☐ It is hard for me to engage with my peers because I don't feel comfortable sharing my ideas.
- $\Box$  It is hard for me to engage with my peers because they might not have the same high expectations as I have.
- ☐ It is hard for me to engage with my peers because I am afraid of being wror or uninformed.
- $\Box$  It is hard for me to engage with my peers because it is impossible to make everyone happy.
- $\Box$  It is hard for me to engage with my peers because I avoid conflict.
- ☐ It is hard for me to engage with my peers because I have experienced past failures with group tasks.

Reflective questions for collective leadership efficacy.

4. I am a change agent and I believe all teachers and students can improve.

Mindframes for Leaders (pp. 103-106)

#### **The Professional Capital of Organizations**



#### **Social Capital**

The quality of trusting relationships

#### **Human Capital**

The professional skills of its members

#### **Decisional Capital**

How members gain the ability to make judgments and decisions

Hargreaves & Fullan, 2012



What were the effects on math achievement in 130 schools?

- Schools with high social capital did well
- Schools with high social and human capital did better
- Teachers with low capital in schools with high capital did better, too.

Leana, 2011 They had access to decisional capital



Good teaching rubs off. A rising tide lifts all boats.

#### They had access to decisional capital



#### **Social Capital**

The quality of trusting relationships

- Structures are in place for meaningful collaboration
- Time is allotted
- Relational trust is fostered
- You listen, learn, and ask questions as a member of the group

- Professional learning about distance learning evolves through teacher input
- Professional learning is aligned with student progress monitoring
- You are a co-learner with your staff



#### Human Capital

The professional skills of its members

- Groups are empowered to make decisions
- You act on emerging solutions developed by the group



#### **Decisional Capital**

How members gain the ability to make judgments and decisions

## Stakeholders (pp. 23-25)

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.

# Host student advisories on distance learning.

#### **Student Learning Experience**

• What are your experiences this month in distance learning?

#### **Student Voice**

• How do we make our school more welcoming for students during distance learning?

#### Improving Our School

• What do you see other students struggling with? How can we be better for them?

#### Equity

Do you know your academic progress in distance learning?

#### 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?



## <u>Naran</u>t

*Family Voice:* How do we make school a more welcoming place for families during distance learning?

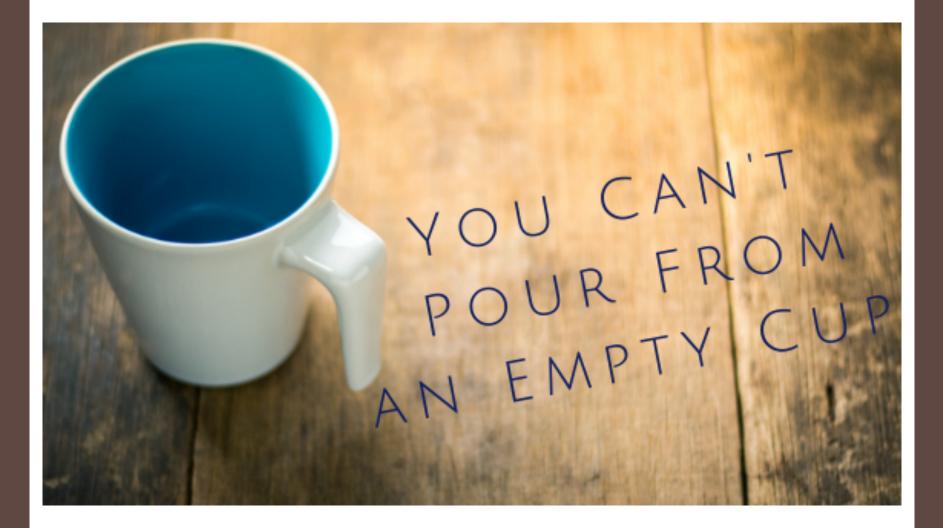
*Community Needs and Resources:* What are unmet needs in our community? What community resources should we be leveraging?

*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?

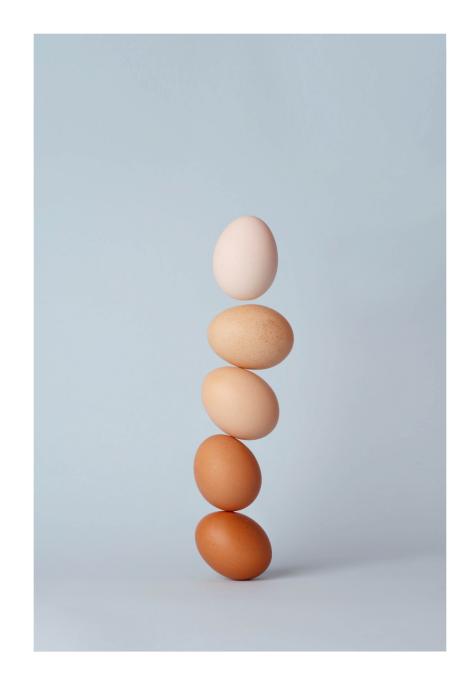




Put your own oxygen mask onmfirst before helping others.



## A work-life balance is even more important now.



If you take care of yourself, you can lead for the long-term.

# Create a morning routine.



### Maintain regular hours.



Maintain your sleep hygiene.

The Sleep Foundation recommends 7-9 hours a night for people ages 25-64.





## Schedule breaks.



### End your workday with a routine.





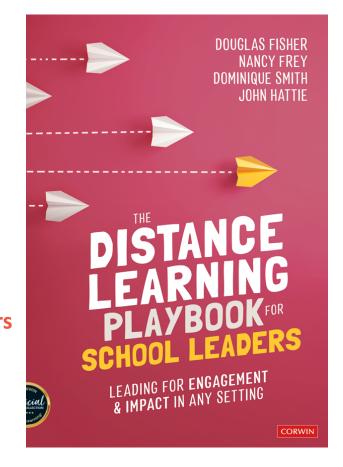
# Taking it Back

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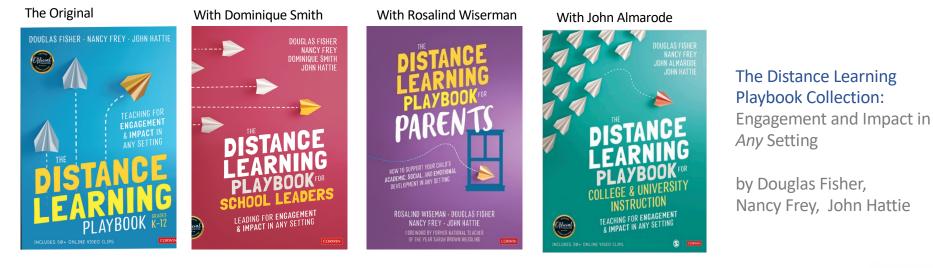
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## THANK YOU!

**Stay Connected...** 

@teachingchannel

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

#### As a leader, I build the professional capital of others.

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



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

# Which area below is your greatest opportunity for leadership growth?

- a. Collaborating
- b. Delegating
- c. Listening
- d. Using data



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

# What would be <u>most</u> helpful to improve your interaction with families?

- 1. SEL Resources
- 2. Feedback Tools
- 3. Parent Meeting Checklists
- 4. Survey Instruments

