

INSTRUCTIONAL  
**LEADERSHIP**  
ASSOCIATION

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Episode #77

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Developing Frameworks  
For Virtual Learning

VIRTUAL  LEARNING  
**FRAMEWORK**

# Our Essential Question



How can we develop common vocabulary and expectations for virtual learning—quickly, well, and without further burdening teachers?

# From the Roadmap



## PRODUCTIVITY Get Current!

I have well-optimized systems to keep me organized so I can confidently get into classrooms every day, without worrying about my other work



## WALKTHROUGHS Get Into Classrooms!

I visit every classroom every two weeks, and rotate my visits so I see each teacher at different times of day



## CONVERSATIONS Get Into Feedback Conversations!

I differentiate my feedback conversations using the boss (directive), coach (reflective), or leader (reflexive) roles depending on each teacher's needs, always sharing my written evidence immediately



## FRAMEWORK Get Aligned & Specific!

I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher



## 500 CLASSROOMS Get Consistent & Impactful!

Teachers and students expect to see me in classrooms, and I can see the impact it's having on students and on teacher practice in specific areas of our instructional framework



## HIGH-PERFORMANCE INSTRUCTIONAL LEADERSHIP™ Get Strategic!

I have a clear sense of each teacher's level of performance in specific areas of our instructional framework and how it relates to our school's goals and strategic plan, so I can identify our biggest opportunities for school improvement



## FRAMEWORK

### Get Aligned & Specific!

I gather evidence of teacher practice using the language of our instructional framework, and have discipline-specific conversations with each teacher

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# Sources of Shared Expectations

- Teacher evaluation standards
- Law & policy
- Curriculum
- Professional development
- Research



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# Start By Noticing

What are teachers *already* doing?

- What's working?
- What's not?
- What does the pathway from “not working” to “working” look like?

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# Every Classroom An Experiment



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# Variation and Improvement

- Clear expectations create consistency district-wide\*
- Variation leads to natural experimentation
- Experimentation only leads to improvement if leaders turn it into **organizational learning**

\* Not necessarily a good thing

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# High-Quality Instructional Frameworks



A high-quality instructional framework:

- Plays the “3<sup>rd</sup> party” in feedback conversations
- Provides a common vocabulary for talking about practice in greater specificity
- Describes levels of performance, distinguishing poor from mediocre from good from excellent
- Creates growth pathways so all teachers can improve



# The District-Specific Challenge

More than usual, frameworks for virtual learning must address district-specific conditions & expectations:

- Formats for learning—virtual, in-person, hybrid, LMS, Zoom, etc.
- Division of labor—sharing the workload, creating resources for the team, using online resources
- Technology platforms
- Agreements with families

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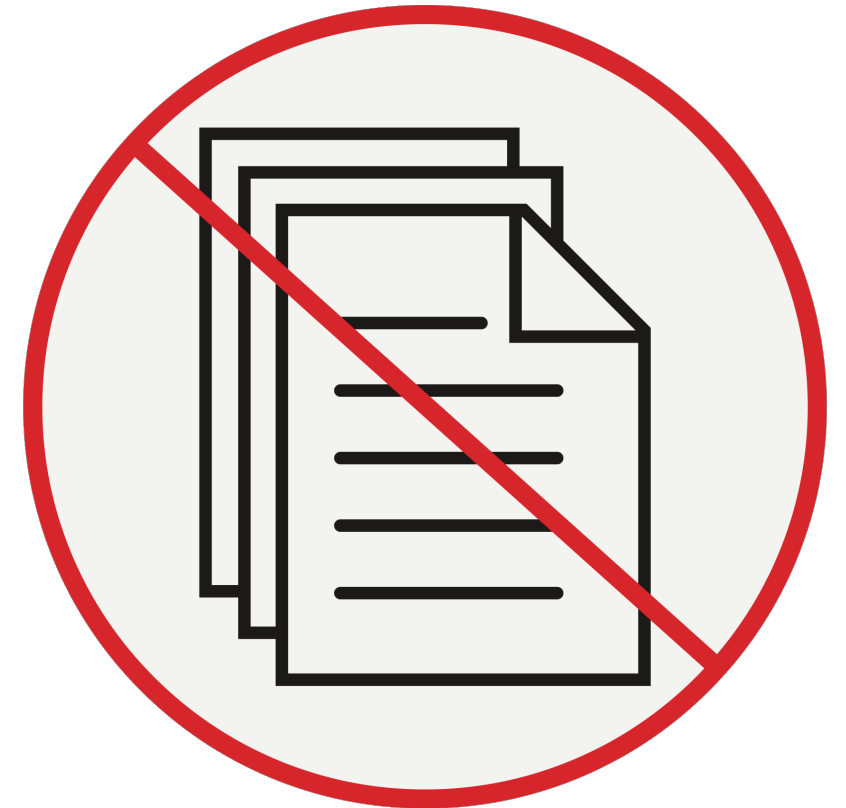
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# The “No Extra Paperwork” Rule

- Now is NOT the time to give teachers extra work to do
- Creating documents, plans, and other paperwork needs to be one of our lowest priorities
- We can develop high-quality frameworks without taking teachers away from their existing duties
- NO committees or meetings

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# Maximum Impact, Minimum Time

- Notice what teachers are doing
- Consider multiple forms of evidence
- Talk with teachers to make sense of what you noticed
- Organize your notes into draft rubrics
- Get informal feedback as you use drafts in conversation

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# Our New District-Level Program

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# VIRTUAL LEARNING FRAMEWORK

[PrincipalCenter.com/framework](https://PrincipalCenter.com/framework)

# Our New District-Level Program: Virtual Learning Framework

- Flat-rate pricing for districts of any size
- License covers all teachers and staff
- Direct consultation with senior leadership team
- Includes the all-new Challenge
- Includes all-new Designing
- Engaging Virtual Learning program



DESIGNING ENGAGING  
VIRTUAL LEARNING

# For Now...

- Pay close attention to what teachers are doing:
  - How well is it working?
  - How much time does it take the teacher?
  - What are some variations from teacher to teacher?
- Make sense of it in 1:1 conversations
- Keep student learning as the bottom line
- Organize your thoughts into a 1-page rubric

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