

INSTRUCTIONAL
LEADERSHIP
ASSOCIATION

The
Instructional
Leadership
Show

Episode #52

Instructional Frameworks for Remote Teaching & Learning



Our Focus (Normally)

The Instructional Leadership Show exists to help you:

- Confidently get into classrooms every day
- Have feedback conversations that change teacher practice
- Discover your best opportunities for school improvement



Our Focus (For Now)

The Instructional Leadership Show exists to help you:

- Navigate uncertain times with wisdom
- Lead when there's no perfect solution
- Model compassion and self-care
- Prioritize the needs of our most vulnerable



A Detour From Our 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



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



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



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



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



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

Our Essential Question

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How can we quickly develop shared expectations for online teaching and distance learning?

Shared Expectations

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When everything is new, and no one knows what to do, developing shared expectations is more important than ever.

Appreciative Inquiry



Using Appreciative Inquiry for Remote Learning Expectations



1.

What do students need?
Maslow: Bottom-Up Focus

Maslow's Hierarchy



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What Students Want/Need



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Using Appreciative Inquiry for Remote Learning Expectations



2.

What are people already doing that's working?

Using Appreciative Inquiry for Remote Learning Expectations



3.

Focus on high-frequency,
high-impact, high-variability
practices

Using Appreciative Inquiry for Remote Learning Expectations

- Where and how assignments & lesson resources are posted
- Protocol for checking in with non-responsive students/parents
- Grading/accountability expectations
- Subject-specific concerns
- Class discussions

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Using Appreciative Inquiry for Remote Learning Expectations



4.

Shift the focus from frequency
& quantity to *quality*

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5.

Value impact, not appearance

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6.

Use the PLC questions:

- What do we want students to know and be able to do?
- How will we know if students have learned it?
- How will we respond when students are struggling?
- What will we do if students already know it?

Using Appreciative Inquiry for Remote Learning Expectations



7.

Break expectations into their key components.

Using Appreciative Inquiry for Remote Learning Expectations



8.

Have teachers draft rubrics for key components.

Example Rubric for Checking In with Non-Responsive Students



Unsatisfactory	Basic	Proficient	Distinguished
<p>I post and grade assignments, and send general reminders to do the work, but don't follow up with non-responsive students beyond a single attempt.</p>	<p>I attempt to contact non-responsive students using a series of messages in a single communication channel.</p>	<p>I work with my colleagues to make persistent attempts to contact non-responsive students using all available communication channels, including phone, email, and text.</p>	<p>I work with my team and outside agencies to implement an RTI-like system of escalating contacts from multiple people who have a relationship with the student/family, using phone, email, text, mail, and, when necessary, in-person safety checks</p>

Get Teachers Working Together To Craft Shared Expectations

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NO-SURPRISES LEADERSHIP

HOW 20 MINUTES A MONTH CAN KEEP
BRUSHFIRES FROM BECOMING WILDFIRES

WITH JIM HENDERSON
CREATOR, THE 3Q CHECK-IN SYSTEM

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