



THE PRINCIPAL CENTER

Instructional Vision Forum

October 28, 2020



Our Essential Question

How can we have meaningful, enjoyable, sustainable professional conversations with teachers—conversations that actually impact teacher practice?

Recap from September Session

- Creating Bandwidth for Instructional Leadership
- Systems for Handling Paperwork & Email
- Evidence-Driven Instructional Leadership
- Changing Teacher Practice: the High-Performance Instructional Leadership Model

Respond in Chat:

What are some steps you've taken or are considering to reduce the number of separate decisions you make each day?

- What are you prepping in advance?
- What are you turning into a habit?
- What are you developing policies around?
- What text are you saving and re-using?

Resources: PrincipalCenter.com/cesa3

Video Resources



DOWNLOAD SLIDES



The Inbox Overhaul

ACCESS THE INBOX OVERHAUL



The Instructional Leadership Challenge

ACCESS THE INSTRUCTIONAL LEADERSHIP CHALLENGE

PDF Resources



15 Questions For Feedback On Virtual Teaching For Instructional Leaders

DOWNLOAD PDF



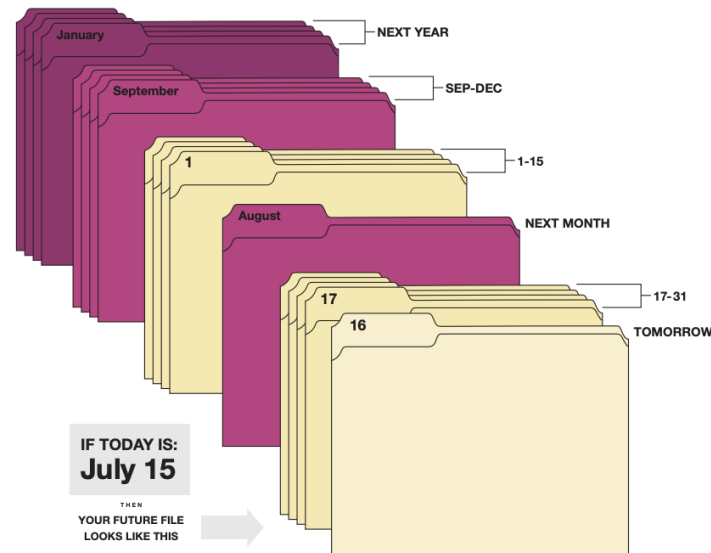
Classroom Visit Index Cards

DOWNLOAD PDF

GET 50 FREE INDEX CARDS

Follow-Up on Productivity Systems

- Chronological File & Future File—reduce filing decisions
- Repertoire app for feedback language
- Saved replies—Gmail Canned Replies, TextExpander, Evernote, Copied
- Archiving in a single folder



Our Agenda for Today

- How to build trust and ramp up your first three cycles of feedback conversations
- The best forms of evidence to focus on when you can't get into classrooms in person
- How to check in with teachers to maintain professional relationships when you can't talk in person
- Taking care of teachers' social/emotional needs as an instructional leader
- How to reduce teachers' workloads and free them up to do more of what matters most
- How to choose an instructional leadership focus for each month—and a 1-page template to help you plan the entire year



Instructional Vision Forum

Part 1

Your First Three Cycles of Classroom Visits or 1:1 Calls



Respond in Chat

In a typical year, where/how do
you interact with staff?

The Loss of Serendipity

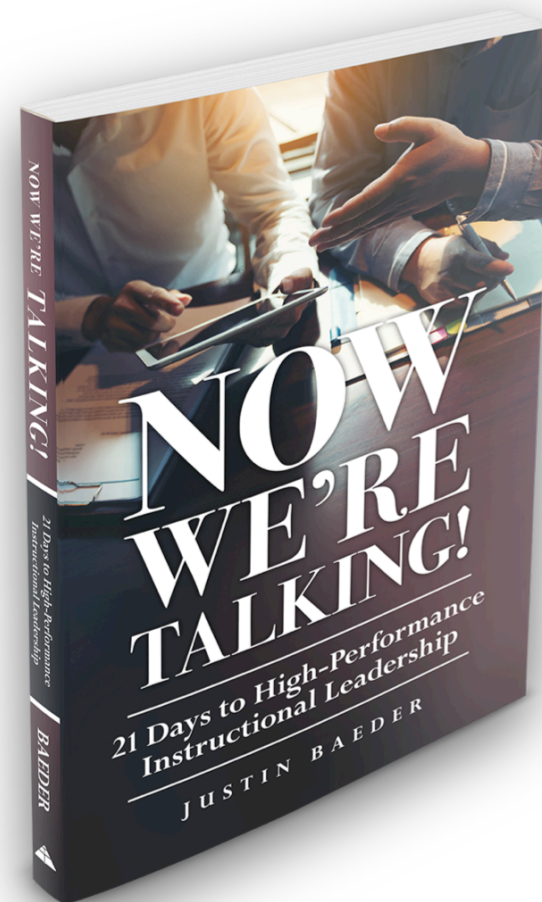
When we can't
informally connect with
staff, we must
intentionally connect to
maintain:

- Relationships
- Information flow



Recap: The High-Performance Instructional Leadership Model

1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented



Consistent Goals in Changing Circumstances

- If you CAN get into classrooms, do it
- If you CAN'T get into some (or any) classrooms, have 1:1 phone calls
- Strive for 3/day total
- Strive for 500/year total

1:1 Conversations

- Brief, pre-planned agenda
- Open-ended if teacher wants to talk more
- Phone call, not video
- Like conferring in writer's workshop – not optional, but you can share what you want
- Example from Matt Renwick: Schedule for meeting with teachers—Instructional Coherence Document

Voice Only—Not Video



Managing 1:1 Phone Calls

- Voice only, not video
- Ask people to schedule a time
 - Calendly.com
 - ScheduleOnce.com
- Track as you would walkthroughs
- Start with your agenda + be open

Tracking Your Visits & Calls

- Track on same notecards
- Write date of each visit/call
- Write “Call” as a subject
- Same rotation—treat interchangeably
- PDF: PrincipalCenter.com/notecards-pdf
- Pre-cut: PrincipalCenter.com/notecards-free/

Name		Room	Lunch		Prep
Period/Subject	Date	Date	Date	Date	Date



Sample Agenda for 1:1 Calls

- **Purpose**: What's my main purpose for this cycle?
- **Convey**: What information do I need to convey to teachers?
- **Gather**: What information do I need to gather from teachers?
- **Ask**: What specific questions will I ask?

Types of Questions to Ask in 1:1 Calls

- Connection: How are you doing? What's keeping you going? How's your family?
- Reaction: How do you feel about _? What do you think of this idea?
- Input: What do you think we should do for _? How is _ working? Should we make changes?

Respond in Chat

For an upcoming cycle of 1:1 calls:

- What's my main purpose?
- What information do I need to convey?
- What information do I need to gather?
- What specific questions do I need to ask

Ramping Up Classroom Visits (*NWT* Ch. 4-5)



Cycle 1: No notes or feedback—present & pleasant

Cycle 2: No notes—verbal “noticing” feedback

Cycle 3 and beyond: Low-inference notes

REPERTOIRE

- Import evaluation criteria, e.g. Danielson
- Type keywords in snippet box
- Review criteria
- Focus on evidence related to criteria

Snippet Entry Box

intellec

{d2a} Teacher-student interactions are friendly and demonstrate general caring and respect. Students are generally polite and respectful, and students exhibit respect for the teacher. The teacher is respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

{d3a} The instructional purpose of the lesson is clearly communicated to students, including teachers explanation of content is scaffolded, clear, and accurate and connects with students' prior knowledge. Students can use when working independently and invites student intellectual engagement. The teacher's academic vocabulary is precise and serves to extend student understanding.



Repertoire is free for CESA3 leaders

Email to justin@principalcenter.com:

- Staff roster—first name, last name, email
- Any language you'd like us to import




Instructional Vision Forum

Part 2

Documenting Alternative Forms of Evidence

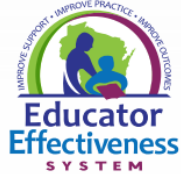


Katie Rainey, Educator Effectiveness



Navigating COVID-19:
Supporting Teachers Through EE

Technical Assistance for State Model Schools and Districts



3b Look Fors*

Using Questions and Discussion Techniques



Increasingly learner-centered practices support distinguished practice.



Proficient Critical Attributes

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

Considerations

- Have I planned for and posed all questions in ways that elicit multiple responses?
- What can I do to elicit answers from learners who are not responding to group chat requests?
- How can I build in time for learners to discuss socially as well as academically?
- Where can I build in "show your thinking" and reflection prompts?
- How can I engage learners in generating their own questions?



Virtual Learning Look Fors

- Learners use [discussion protocols](#) and rubrics to guide and assess group discussions.
- Learners use virtually adapted [discussion techniques](#).
- Teacher provides [online templates](#) to support group discussions.
- Teacher asks learners to respond in the chat feature with comments or icons prior to moving on.
- Learners generate their own ["thick" questions](#) for group discussions.



Additional Resources for Going Deeper:

Hammond, Zaretta. 2015. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Learners*. Thousand Oaks: Corwin.

[The Power of Protocols for Equity](#) by Zaretta Hammond. Educational Leadership, ASCD: EL Educational Leadership, Deeper Discussions, April 2020, (pages 45-50)

[Three Strategies for Better Online Discussions](#) by Michael B. Sherry, ASCD: EL Educational Leadership, Deeper Discussions, April 2020, (pages 72-74)

* The Danielson group recommends prioritizing this component for student well-being, equity, and racial justice. [Framework for Remote Teaching](#), (2020, p.6)

Seeing the Whole “Iceberg” of Teacher Practice



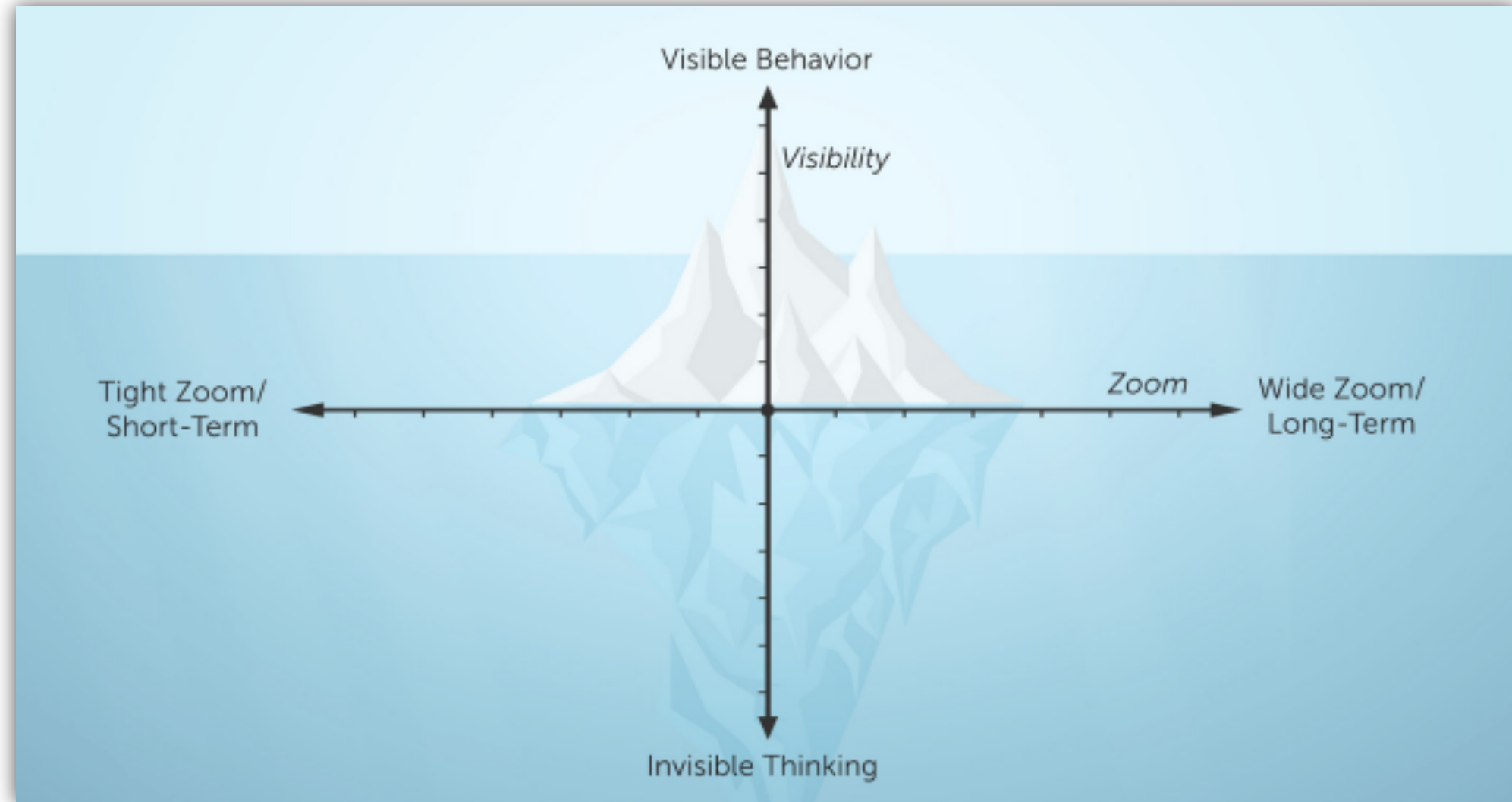
Observability Bias

Observability bias is the tendency to over-emphasize aspects of practice that are easy for observers to document, while de-emphasizing aspects of practice that are cognitive—and thus invisible to observers—or that happen outside the classroom or the observed portion of the lesson.

Example: The Iceberg & Observability Bias

- Visible: teacher is asking lower-level factual recall questions
- Invisible: teacher thinking about purpose of questioning, based on where class is in the unit and what students currently know and are able to do
- Observability-biased instructional leadership: note that teacher asked lower-level questions; advise to ask higher-order questions.
- Whole-iceberg instructional leadership: ask evidence-based questions to probe teacher thinking

Visibility & Zoom



Additional Challenges Observing Virtual Teaching & Learning

- No direct observation
- No face-to-face teaching
- Different forms of interaction between teacher, student, and content
- New divisions of labor among teachers
- Different forms of evidence of practice
- New challenges for experienced teachers
- Different improvement priorities

Which Domains Are Visible in Classroom Observations?

1. Planning & Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

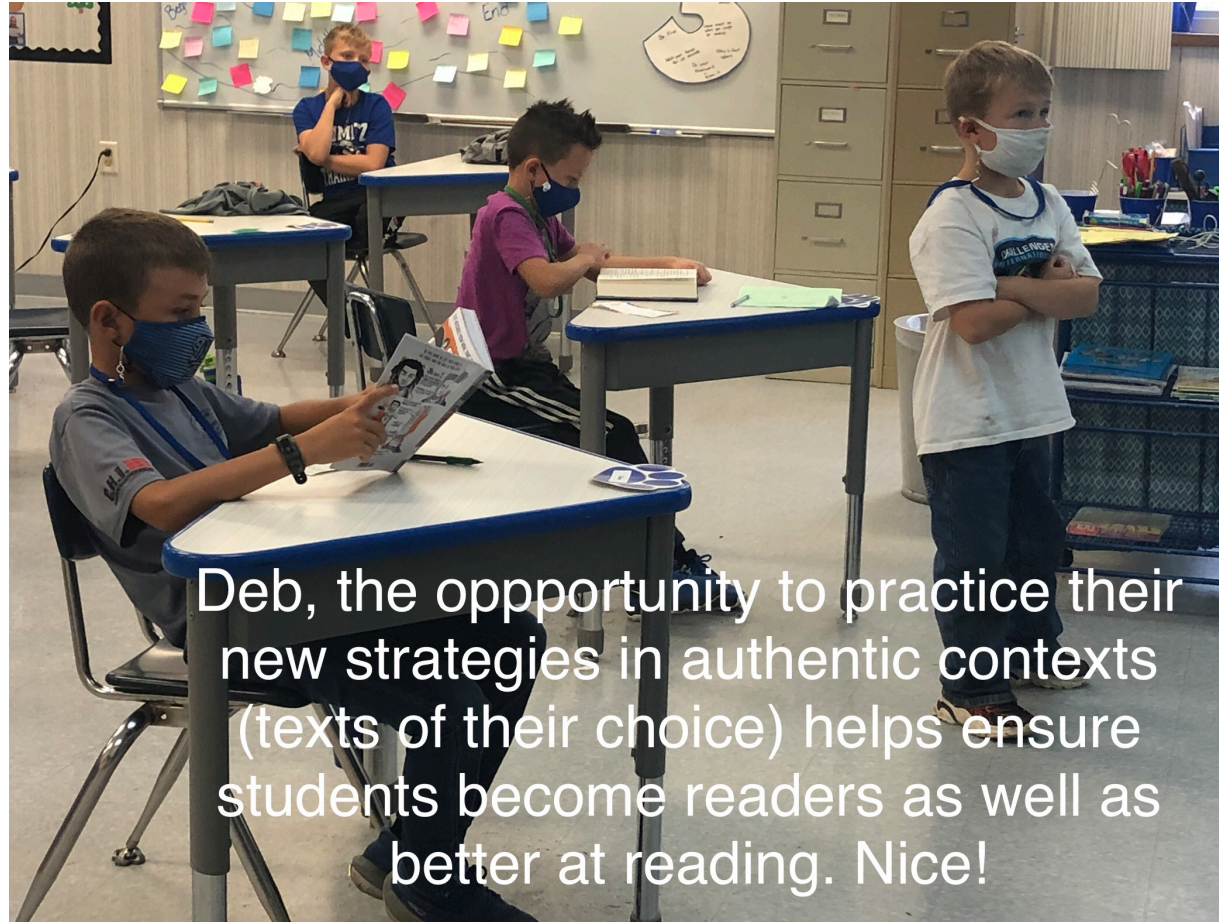
What about virtual teaching?



Looking for Evidence of Practice In More Places

To provide feedback on the whole “iceberg” of practice, we need forms of evidence other than direct observation of the teacher “teaching” in the traditional sense.

Matt Renwick: Annotated Photos



Deb, the opportunity to practice their new strategies in authentic contexts (texts of their choice) helps ensure students become readers as well as better at reading. Nice!

Matt Renwick: Annotated Photos



Creating an environment that treats students as readers is essential for their success. Well done, Erin!

Matt Renwick: Annotated Photos



Organizing Evidence with Evernote

- One note per teacher, saved in Evernote
- Share the link with the teacher
- Add text, photos, documents, and other artifacts throughout the year

Evernote.com



Other Sources of Evidence

1. Standards/curriculum/pacing documents
2. Teacher-created artifacts
3. Teacher-curated artifacts
4. Student work artifacts
5. Data/assessment results

PrincipalCenter.com/virtual-pdf



Should I “Observe” Video Lessons?

- Keep in perspective—they’re just the visible tip of the iceberg
- Be mindful of new divisions of labor
- Look for evidence that points to teacher thinking, not just doing



Instructional Vision Forum

Part 3

Choosing an Instructional Leadership Focus for Each Month



Choosing A Focus—3 Criteria

- Relevance
- Evidence
- Impact

MPES Instructional Vision Schedule “Back and Better”

Goal: Safe, equitable educational experience

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Individual Conferences	Available to meet as needed	Meet with each teacher to: <ul style="list-style-type: none"> Share and showcase Main message: Discuss goal for the year Develop professional learning plan 	Available to meet as needed	Meet with each teacher to: <ul style="list-style-type: none"> Share and showcase Main message: Organize evidence Adjust professional learning plan 	Available to meet as needed	Meet with each teacher to: <ul style="list-style-type: none"> Share and showcase Main message: Revisit goal for the year Adjust professional learning plan 	Available to meet as needed	Meet with each teacher to: <ul style="list-style-type: none"> Share and showcase Main message: Analyze evidence Reflect on professional learning plan
Team Sessions	Sign up with Matt for one Wednesday. <ul style="list-style-type: none"> Check in, Share and showcase Practical matters: Review collaborative norms Priority: Begin instructional coherence document 	Sign up with Matt for one Wednesday. <ul style="list-style-type: none"> Check in, Share and showcase Practical matters: Paralanguage Main message: Review coherence document; start team schedule 	Sign up with Matt for one Wednesday. <ul style="list-style-type: none"> Share and showcase Practical matters: Paraphrasing Main message: Commit to team schedule; clarify priority for learning & develop plan 	Sign up with Matt for one Wednesday. <ul style="list-style-type: none"> Share and showcase Practical matters: Pausing Main message: Revisit and revise team schedule; examine research lesson 	Sign up with Matt for one Wednesday. <ul style="list-style-type: none"> Share and showcase Practical matters: Posing questions Main message: Integrity check of team schedule and learning plan 	Sign up with Matt for one Wednesday. <ul style="list-style-type: none"> Share and showcase Practical matters: Putting norms together Main message: Adjust team schedule and learning plan as needed 	Sign up with Matt for one Wednesday. <ul style="list-style-type: none"> Share and showcase Practical matters: Application of collaborative norms Main message: Analyze data and summarize learning 	Sign up with Matt for one Wednesday. <ul style="list-style-type: none"> Share and showcase Main message: What do you need next? Additional Topic: Celebrate Wins and Prepare for 2021-2022
Staff Meetings	Tuesday, September 15 via Zoom at 3:15 P.M. <ul style="list-style-type: none"> Check in Review goal Topics for discussion Check out Mindful moment (optional) 	Tuesday, October 13 via Zoom at 3:15 P.M. <ul style="list-style-type: none"> Check in Review goal Topics for discussion Check out Mindful moment (optional) 	Tuesday, November 17 via Zoom at 3:15 P.M. <ul style="list-style-type: none"> Check in Review goal Topics for discussion Check out Mindful moment (optional) 	Tuesday, December 15 via Zoom at 3:15 P.M. <ul style="list-style-type: none"> Check in Review goal Topics for discussion Check out Mindful moment (optional) 	Tuesday, January 12 via Zoom at 3:15 P.M. <ul style="list-style-type: none"> Check in Review goal Topics for discussion Check out Mindful moment (optional) 	Tuesday, February 16 via Zoom at 3:15 P.M. <ul style="list-style-type: none"> Check in Review goal Topics for discussion Check out Mindful moment (optional) 	Tuesday, March 16 via Zoom at 3:15 P.M. <ul style="list-style-type: none"> Check in Review goal Topics for discussion Check out Mindful moment (optional) 	Tuesday, April 13 via Zoom at 3:15 P.M. <ul style="list-style-type: none"> Check in Review goal Topics for discussion Check out Mindful moment (optional)

Solving Big Problems

- What are the biggest barriers to learning for our students—especially students with the fewest resources & greatest needs?
- What will remove a time-consuming responsibility from teachers' plates?
- How can we get similar results with dramatically less work?

Non-Priorities

- Updating plans/documents
- Process for the sake of process
- “Downstream” improvement work



Instructional Vision Forum

Part 4

Helping Teachers Thrive



Social-Emotional Well-Being for Teachers

You can't pour
from an
empty pitcher.



Respond in chat:

- How do I model well-being for my staff?
- What expectations have I set that promote, rather than work against, teacher well-being?

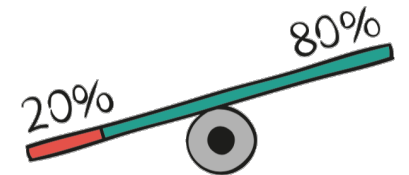
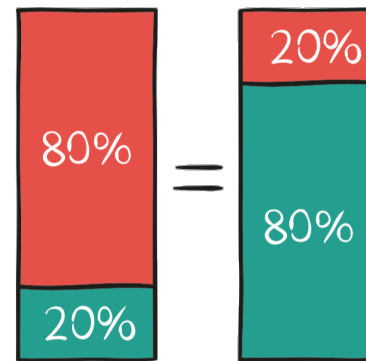
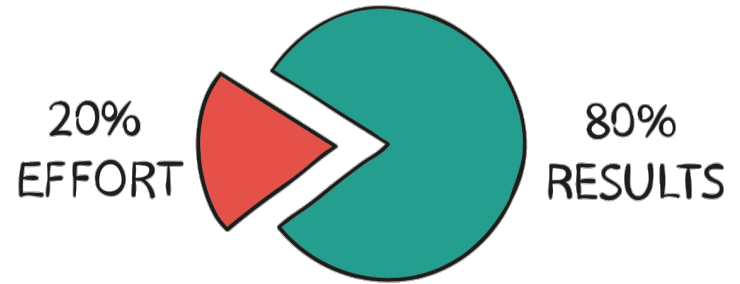
Professional Boundaries, Not Perfectionism

- Teachers are used to doing whatever it takes to meet their personal standards for their work
- Now more than ever, teachers need to set and work within boundaries—good enough is good enough
- Parkinson's Law: Work expands to fill the time available for its completion

Pareto Satisficing within Boundaries

Key ideas:

- **The Pareto Principle:**
80% of results come from 20% of efforts
- **Satisficing:**
“Good enough” is good enough
- **Parkinson’s Law:**
“Work expands to fill the available time.”



Highlighting Teachers' Contributions

Matt Renwick—newsletters

PD vs. Planning Time

Many PD topics lack urgency for teachers now, and teachers desperately want more planning time.

How do we decide what's worth doing PD on now?

PD vs. Planning Time

















Before arranging PD, ask:

Will it solve big problems?

Resources from Matt Renwick



Shared with me > October 28, 2020 ▾

Name	Owner
 #2 Leading Like a C.O.A.C.H. - What does it mean to be an instructional leader? 	Matt Renwick
 Research Referenced in Article - A Focus on Teaching vs Teachers.pdf 	Matt Renwick
 Recommended Article: Why We Are Not Doing Teacher Evaluations This Year.pdf 	Matt Renwick
 Instructional Leadership in Action #2b - Affirmation in Annotated Images.jpeg 	Matt Renwick
 Instructional Leadership in Action #2c - Affirmation in Annotated Images.jpeg 	Matt Renwick
 Instructional Leadership in Action #1a - Instructional Vision Schedule 	Matt Renwick
 Instructional Leadership in Action #2a - Affirmation in Annotated Images.jpeg 	Matt Renwick
 Instructional Leadership in Action #1b - Instructional Coherence Document 	Matt Renwick

PrincipalCenter.com/cesa3-october

Leading Like a C.O.A.C.H.

What does it mean to be an instructional leader?

FOR CESA 3

PRESENTED BY: Matt Renwick
renwickme@gmail.com

28 October 2020

Instructional leadership can be a nebulous concept even when clearly defined after decades of study and application.

In his book *Now We're Talking!*, Justin Baeder defines instructional leadership as “the practice of making and implementing operational and improvement decisions” (pg. 2).

Researcher Phillip Hallinger breaks down instructional leadership into three categories (2018):

- Create the school mission
- Manage the instructional program
- Develop a positive school learning climate

So what does this look like in action? Where do we start, and how do we know if we are successful? The C.O.A.C.H. framework helps you distill down, describe, and apply instructional leadership actions that will lead to improvement in teaching and learning. Instructional walks are the vehicle for this journey toward excellence.

See below how the tenets of instructional leadership are embedded in this framework and this strategy.

Why We Are Not Doing Teacher Evaluations This Year (and what we are doing instead)

by Matt Renwick (originally published at <https://readbyexample.substack.com/>)

“This year is a mulligan.” The analogy, a golf term to describe a do-over for a shot, is hard to hear from a colleague, and even harder to admit that there is a lot of truth in what they say.

With the pandemic significantly impacting people’s lives and their access to their basic needs, let alone education, now does not feel like the right time to be judging anyone’s efforts.

Even in “normal” times, the effectiveness of educator evaluation systems has been questioned. Below are a few findings from relevant studies that support this stance.

- Cohen and colleagues (2020) found that formal observations cannot capture the intricacies of classroom instruction due to the general nature of evaluation rubric language. These tools are implemented with every classroom in mind, which means they can miss what makes every classroom unique and special.
- Hiebert and Stigler (2017), studying the Japanese approach to professional improvement in comparison to the United States, learned that collaborative discussions focused on *teaching* – instead of *teachers* – led to improved theories about effective instruction, a more aligned and adaptive curriculum, a better sense of professionalism among faculty, and a greater dispersion of promising practices throughout the school.
- Hill and Grossman (2013) highlight research that shows content expertise is necessary for facilitating continuous teacher improvement in specific subject areas. Leaders who lack specific content knowledge can help support this process but are often ill-equipped to initially come in and communicate actionable feedback without significant time spent learning about every classroom.

These findings are exacerbated by the reality that everyone feels like a brand-new educator now. Teachers are still trying to determine what is most effective for their students when engaged in online spaces. Leaders are hesitant to observe instruction with the intent to supervise and evaluate with the reasonable concern that it will add more stress to teachers’ lives. Our overall

Teaching Versus Teachers as a Lever for Change: Comparing a Japanese and a U.S. Perspective on Improving Instruction

James Hiebert¹ and James W. Stigler²

We examine the distinction between teaching and teachers as it relates to instructional improvement. Drawing from work outside of education on improvement systems and from analyzing the Japanese system of lesson study, we contend that a focus on teaching can shape a coordinated system for improvement whereas a focus on teachers, common in the United States, leads to elements that are uncoordinated and often work against the continuous, steady improvement of classroom teaching. We propose that the concept of systems for improvement and its instantiation in Japanese K–8 education offer opportunities to reexamine U.S. efforts to improve teaching and shift these efforts toward a more promising direction.

Keywords: Asian education; classroom research; comparative education; cross-cultural studies; cultural analysis; educational reform; historical analysis; policy analysis; teacher education/development

A significant benefit of cross-cultural studies is the eye-opening awareness that comes from comparing one's own country with practices in other countries. One such case comes from the video studies we conducted comparing eighth-grade mathematics teaching in the United States with teaching in other, higher-achieving countries (Hiebert et al., 2005; Stigler & Hiebert, 2009). Although we noticed aspects of U.S. mathematics teaching that were different from those in other countries, we also describe differences in how countries deal with the challenge of improving teaching—in the average classroom and over the long run. We draw particular comparisons between Japan and the United States. Whereas Japan includes a system (at the K–8 grade levels) for improving teaching gradually and steadily over time, the United States has no such large-scale system. We conclude that the biggest problem in the United States is not that mathematics is being taught poorly now; it is that the country has no mechanism for getting better.

Some, of course, would disagree with this claim. They would cite the huge strides that have been made in understanding and improving teacher quality in the United States: the advent of value added measures to indicate teacher effectiveness and new accountability systems that include such measures, policies designed to recruit more qualified individuals into the profession, higher standards for teacher certification, procedures that

make it easier to fire poor teachers, and so on. The point we wish to make is that none of these efforts focus on improving *teaching* per se but instead focus on improving the quality of *teachers*. The difference, we claim, sounds simple but in fact indicates a profoundly different approach to improvement. Japan has a history of efforts to improve teaching, whereas the United States has focused primarily on the teacher. Lest readers assume the U.S. approach is equally effective, we note that the core of teaching in the United States—the way teachers and students interact around the content—has not changed much, at least in the past 50 years (Cuban, 1993; Fey, 1979; Hoetker & Ahlbrand, 1969; Sirotnik, 1983), whereas teaching in Japan, in the elementary and middle grades, has shown continuous change over the same time period (Arani, Keisuke, & Lassegard, 2010; Lewis & Tsuchida, 1997).

In this article, we begin by unpacking the distinction between teachers and teaching, especially what it implies for systems of improvement. We then explore the consequences of taking one approach versus the other and examine how the United States can benefit from a new focus on teaching as a lever for change.

¹University of Delaware, Newark, DE

²University of California, Los Angeles, CA

MPES Virtual Teaching
(coherence: congruency)

(examples: schedule for supporting families; multiple ways of communicating; cultural responsiveness; model lifelong learning via newsletter; personal/professional goals; sharing of information about child development)

MPES Virtual Teaching
(coherence: congruency)

Clarity of Plans and Student Expectations (examples: guiding questions/learning intentions; backward design plans via Chalk or Planbook; student/parent calendar; learner interest surveys; short-term goals tied to big picture)
Voice and Choice (examples: teacher modeling self as learner; anchor charts in Padlet; differentiated learning centers; student recognition and celebration; student ownership of learning space; Genius hour/wonder projects/ inquiry process)
Proactive Communication

MPES Virtual Teaching and Independent Learning Coherence Document

(coherence: congruity; consistency; logical interconnection; overall sense or understandability)

Directions: Complete this document and update as needed to create coherence across grades with regard to curriculum, instruction and assessment. (Five categories are from the [spring family feedback survey](#).)

	4K	K	1	2	3	4	5	Encore	Schoolwide Minimum
Authentic Tasks and Assessments (examples: ongoing feedback process via Google Drive; monitoring student learning; digital performance assessments; regular group reflection; student self-assessment)	- Lots of modeling and slowing down of instruction to ensure students can be successful with the tasks, most of which are authentic due to the nature of grade level.	- Conducting ESGI assessments in-person and virtual to differentiate instruction for the future and know what they need. - Writing the letter of the day/handwriting for fine motor skill development.	- Building community and understanding their current needs and interests to develop a plan for future instruction.	- Seesaw as a tool for posting work by students and engaging in self-reflection/self-assessment, as well as using the students' work as a teaching point for the rest of the class, i.e. playing audio of strong speaking skills	- Project that focuses on the heroes of the community: writing letters, conducting interviews to learn what it means to be a citizen in these times. Post a classroom book based on collaborative learning.	- Posting Mystery Doug videos on Wednesdays and then having the students respond via video or screenshot in Google Classroom. - Respond to the read aloud with a tangible artifact online to make connections to the text, i.e. ABC Molly and studying the historic buildings as they are depicted. -digital, formative assessments/practice work	- Writing about reading in their digital reading response journals - ongoing feedback (Classroom, email Zoom, etc.) - digital assessments/practice work	PE/Music/Art: Home-based & community-based recreational activities, creation of art and music, exploration of important musical & artistic figures. Library: Teaching students to become more independent such as finding books in Destiny and having book discussions on Flipgrid.	Connecting reading and writing in the literacy block, along with student creations such as books published and shared for an authentic audience. Content areas connected to literacy when appropriate.
Discussion and Other Instructional Practices (examples: strategies for gradually releasing responsibility; questioning strategies; number/length of student-led conversations in Zoom; curriculum connections to self, community & world; book clubs; pace of instruction/time for reflection)	- Leaving comments on a Seesaw post by a student that affirms their response/learning and continues the thinking with follow up questions.	- Including kids with read alouds and other shared demonstrations, either in person or pre-recorded, to model literate conversations and how to build comprehension together, that it is a complex/messy process.	- Morning meetings and getting used to the technologies so they can be successful at home.	- Virtual only students put on a Chromebook and interviewed by the in-person students in a Zoom breakout room. - Put the Zoom chat in front of the student (instead of the teacher) so they can have a turn and talk. - Avoid the echoes by having multiple Zoom chats happening in the same room (physical).	- Moving book clubs to virtual days, and setting up Zoom chats to facilitate conversation around the text and build comprehension together online. - Use Zoom to communicate with community members on authentic projects, "Everyday Heroes" and learning about the institutions that keep society	- Padlet, Flipgrid to host asynchronous conversations and encourage student participation and discussion. -Starting with Unit 2, book clubs will be planned for virtual learning days to facilitate conversation and build understanding -Use break out rooms in zoom to encourage small group discussion	- Turn and talk, chat with your partner, and the opposite partner brings it back to the group. - "In 2 Out", found out https://www.pblworks.org - Kids really enjoy break out rooms in Zoom. Practiced how to ask for help by pushing the button for the teacher to join their room.	PE/Music/Art: Offer opportunities for students to check in with the teacher or share projects via Flipgrid and email. Also offering a weekly Zoom session for teaching an instrument grades 3-5. Library: Flipgrid, Zoom opportunities for students on Wednesdays to	Two Zoom discussions that are structured and student-involved, such as conversation around a text that helps support comprehension. Book clubs, partner projects, and scaffolded reading activities can also be hosted in Zoom breakout rooms or Google Meet.

MPES Virtual Teaching and Independent Learning Coherence Document

- Authentic Tasks and Assessments
- Discussion and Other Instructional Practices
- Clarity of Plans and Student Expectations
- Voice and Choice
- Proactive Communication

Respond in Chat

- What's your current/next focus for a cycle of visits/1:1 conversations with teachers?
- How will you schedule and track these visits/calls with teachers?
- What's one specific thing you can take off of teachers' plates?
- What PD seems most urgent to your staff?

Instructional Leadership Resources from Last Month

- Classroom Visit Notecards
 - Download: PrincipalCenter.com/notecards-pdf
 - Request: PrincipalCenter.com/notecards-free
- Repertoire app
email justin@principalcenter.com
- Instructional Leadership Self-Assessment:
PrincipalCenter.com/ilsa

Resources: PrincipalCenter.com/cesa3

<https://www.principalcenter.com/cesa3-october>

Video Resources



DOWNLOAD SLIDES



The **Inbox Overhaul**

ACCESS THE INBOX OVERHAUL



The **Instructional Leadership Challenge**

ACCESS THE INSTRUCTIONAL LEADERSHIP CHALLENGE

PDF Resources



15 Questions For Feedback On Virtual Teaching For Instructional Leaders

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Classroom Visit Index Cards

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