



 THE PRINCIPAL CENTER

Instructional Vision Forum

November 25, 2020



Our Essential Question

How can we help teachers deal with the uncertainty, stress, and other feelings they're experiencing right now?

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

Recap from October Session

- Instructional leadership focus calendar for the year
- Ramping up your first few cycles of classroom visits
- Having 1:1 phone calls with staff when you can't get into classrooms
- Alternate forms of evidence & the Iceberg
- Helping teachers set boundaries, do less, and focus on what matters most

Respond in Chat:

- How are teachers doing?
- What are they struggling with?
- What emotions are they experiencing?

Resources: PrincipalCenter.com/cesa3

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The Instructional Leadership Challenge

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15 Questions For Feedback On Virtual Teaching For Instructional Leaders

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Our Agenda for Today

- How much time “remote” students should be spending in video classes and other learning activities at home
- Trust in uncertain times
- The Circle of Control—how to focus on what we can control, and influence what we can influence, and deal with what we can’t influence
- Boundaries for teachers & leaders—especially when working virtually



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Part 1

Recommendations for Remote Learning



Respond in Chat:

- What does remote learning currently look like in your district?
- Are teachers & students having live video classes?
- Are teachers preparing pre-recorded videos for students?
- How are they interacting?
- How much time per day are students spending in class video meetings and on school work?

Recommended Instructional Minutes

From Illinois State Board of Education

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Recommended Instructional Minutes

From Illinois State Board of Education

Key Questions:

- How will a student know where to start?
- How will a student know what to do next?
- How will a student know when the work is successfully completed?
- How will the district know a student completed an activity?

<https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf>

Typical Teacher Stressors

- Trying to do a “virtual” version of everything they normally do in person
- Additional prep time for videos and other instructional materials
- Limitations on materials/access to internet
- Lack of participation/feedback from students

Office Hours

- Not every student needs to spend a full period in a video meeting with every teacher
- Students can ask for help in a variety of ways
- “Office hours” can help teachers set boundaries while making themselves clearly available to help students

Establishing Office Hours

- Not providing whole-group instruction
- Responsive to email/LMS questions
- Able to set up calls/online meetings with students
- During the teacher workday

Dividing the Work

- Divide & conquer—don't duplicate effort
- Share across schools (and even districts)
- Use existing resources
- Encourage new routines

SPED Teachers & Aides

How are SPED staff currently supporting learning?

- During video classes
- While students are working on their own

Idea: Zoom breakout rooms



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Part 2

Trust
Matt Renwick





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Part 3

The Circle of Control

Matt Renwick





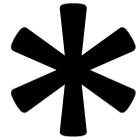
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Part 4

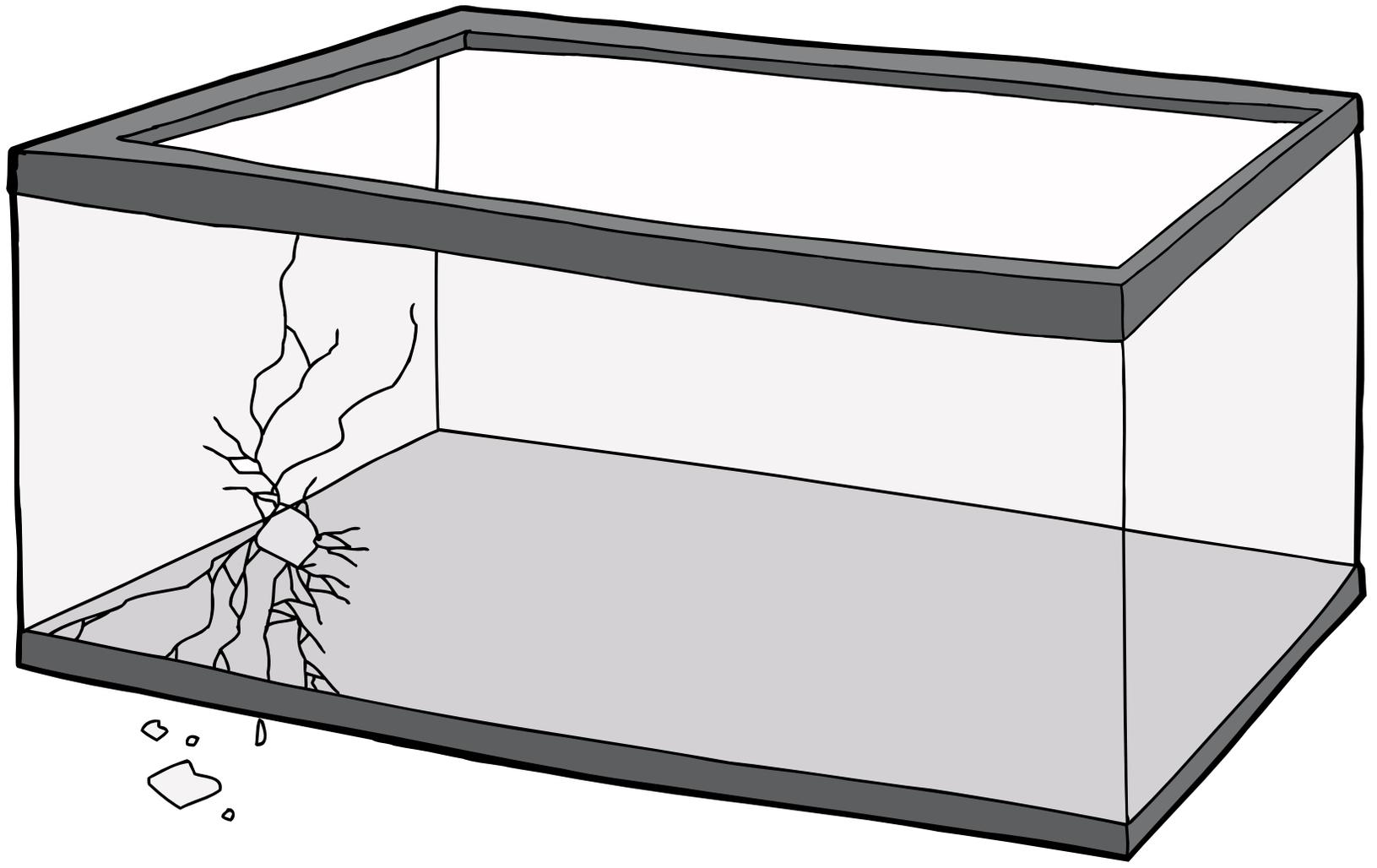
Boundaries For Teachers & Leaders Working Virtually



The Year of the *



Doing “whatever it takes” for students may not be enough, no matter what we do.



When Our Normal Boundaries Shatter

- Typical tasks & responsibilities
- Typical work hours
- Typical work environment
- Typical ways of working

Respond in Chat:

- What boundaries have shattered recently for you?
- What boundaries have shattered recently for teachers?

Parkinson's Law

“Work expands to fill the time available for its completion.”

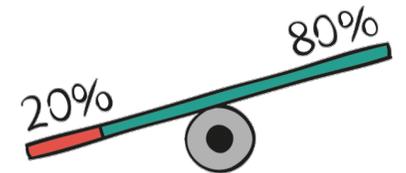
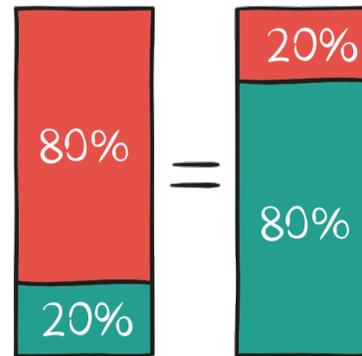
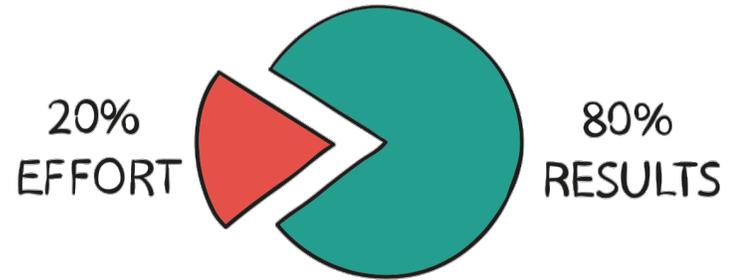
—Cyril Northcote Parkinson

Setting Healthy Work Boundaries with Parkinson's Law

1. Set a quitting time for the day/week
2. Make a list of what needs to get done
3. Prioritize your list
4. Do the most important things first
5. Adjust your effort & re-prioritize
6. Stop when you're out of time

Why This Works: The Pareto Principle

- **The Pareto Principle:**
80% of results come from
20% of efforts
- **Satisficing:**
“Good enough” is good
enough



Establishing A Quitting Time

- What time of day will you stop working?
- Will you resume working at night? If so, for how long?
- How can people reach you when you're not working?

Teacher's "Unavailable" Hours

- When should teachers be unavailable?
- What should people do when they need something during those hours?
- What should teachers do if they're contacted during those hour?

Recommendations for Boundaries

- Have a standard quitting time
- Turn off audio/vibrate notifications for email
- Extra credit: turn off *all* email notifications
- Don't let people text about things they should be emailing about
- Don't check work email when you're not working



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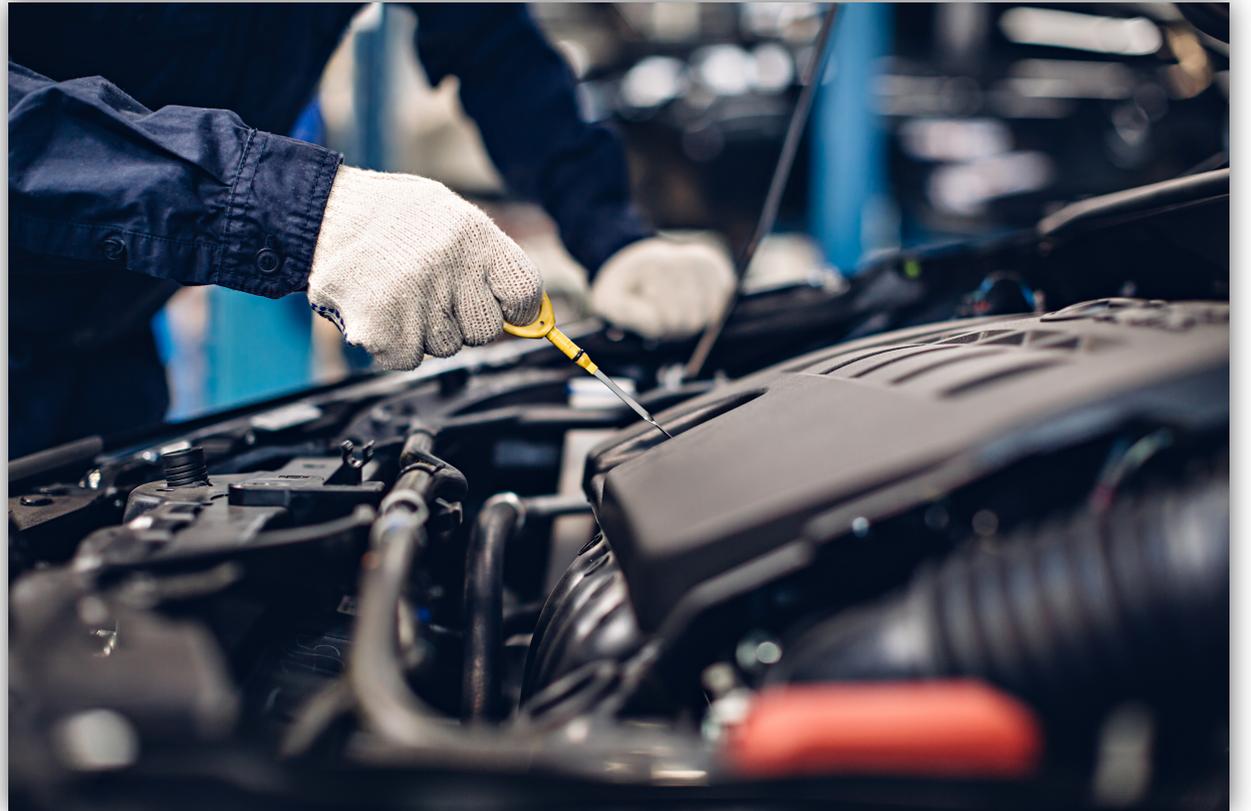
Part 5

Self-Care: Urgent + Preventative Maintenance



Mental Health vs. Physical Health

Mental health is as important as physical health—doing your job well requires both.



Preventative Maintenance

Physical and mental health require
both “urgent care” and
“preventative maintenance”

Preventative Maintenance

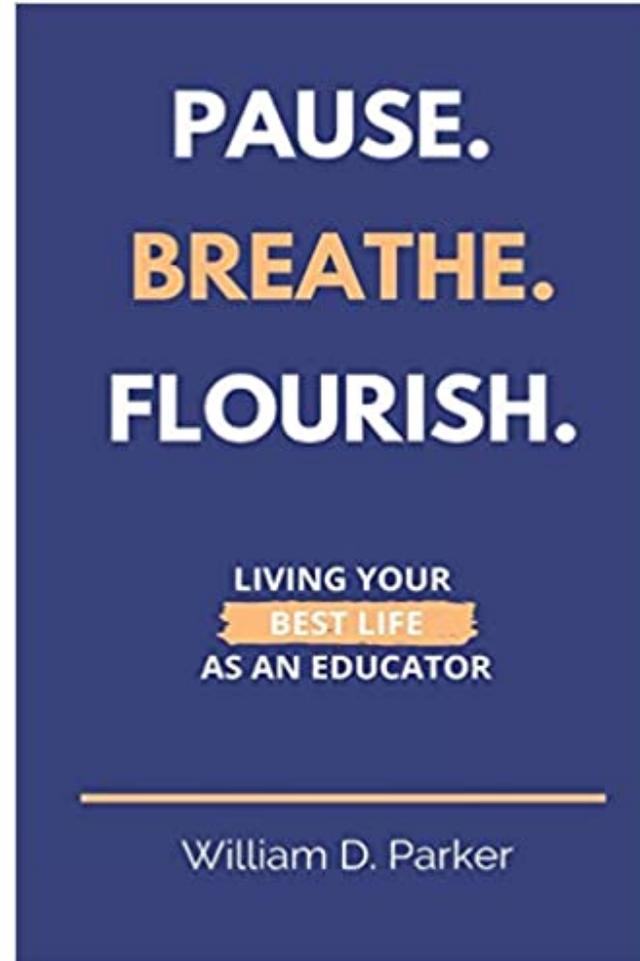
What serves as “preventative maintenance” for your mental health?

Preventative Maintenance—Mental

- Rest
- Relationships
- Counseling/therapy
- Time in nature
- Non-work interests
- Mentoring
- Mental “diet”

Preventative Maintenance—Physical

- Sleep
- Nutrition
- Exercise
- “Levels”



Focus On Sustainability

- Students benefit the most from a stable, professional workforce—not unsustainable heroics from the educators who happen to serve them at the moment
- Keeping professionals in the profession is more important than any short-term goal

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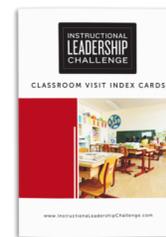
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