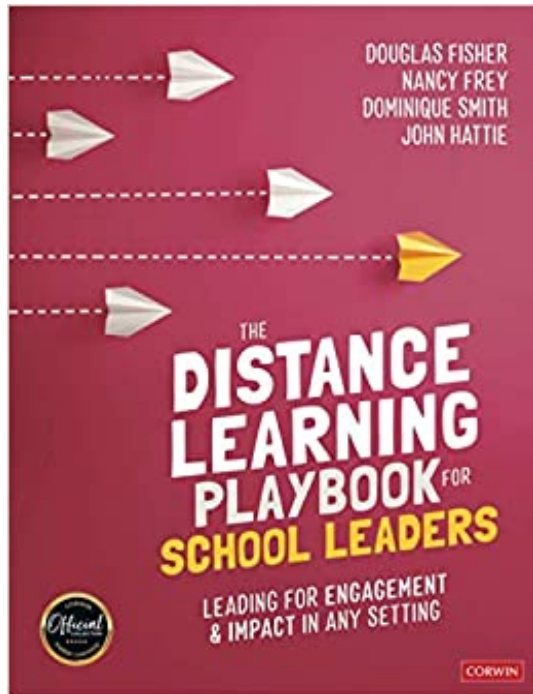


## ***The Distance Learning Playbook for School Leaders* by Doug Fisher, Nancy Frey, Dominique Smith and John Hattie Book Study Learning Plan**



Initially designed by Corbin Independent School District's Instructional Team and implemented with leaders across their district, *The Distance Learning Playbook for School Leaders* book study is now packaged as an asynchronous learning plan educators can use to facilitate a group in their school and/or district.

This study allows leaders to dig deeper into a hands-on guide focused on leading schools through distance learning with purpose and intent and using what works best to accelerate student learning while maintaining an unwavering focus on equity. Through this study, participants will take a closer look at topics ranging from school climate at a distance, leader credibility, instructional leadership teams and virtual visibility. The study includes:

- Actionable insights and hands-on steps for each module to help school leaders realize the evidence-based leadership practices that result in meaningful learning in a distance environment
- Discussion of equity challenges associated with distance learning, along with examples of how leaders can work to ensure that equity gains that have been realized are not lost
- Space to write and reflect on current practices and plan future leadership strategies
- The mindframes for distance learning that serve leaders well in any instructional setting and position schools after the pandemic to come back better than they were before.

Educators can modify this plan to set a pace and emphasis that is appropriate for their group. Depending on the setting, facilitators might use a Google classroom environment or similar platform as a space for reflection and group discussion virtually or use notebooks and face-to-face collaboration for an in-person setting.



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## The Distance Learning Playbook for School Leaders Study Learning Plan

Topic	Purpose	Watch and Read	Reflect and Respond	Plan of Action
<p><b>School Climate and Professional Learning</b></p>	<p><b>Learning Goals:</b> We are learning about maintaining school culture/climate during distance learning.</p> <p>We are learning about providing relevant and supportive professional learning to meet the needs of our teachers during distance learning..</p> <p><b>Success Criteria:</b></p> <p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>● I can take care of myself and my colleagues.</li> <li>● I can enhance my leader credibility.</li> <li>● I can use distributive leadership to effectively increase leadership capacity within my school.</li> <li>● I can increase staff, student, and family voice about distance learning.</li> <li>● I can enhance my virtual visibility within my school.</li> <li>● I can create a sense of belonging and ownership of school from a distance.</li> </ul> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>● I can determine the learning beliefs of teachers in my school.</li> <li>● I can frame professional learning to promote adult learning in virtual environments by aligning to goals and increasing interaction.</li> <li>● I can create a climate of “safe practice” to increase implementation of new professional learning.</li> <li>● I can implement virtual learning walks to facilitate collaborative learning.</li> <li>● I can increase my social presence.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>● Introduction (pp. 1-3)</li> <li>● Module 1 (pp. 5-31)</li> <li>● Module 2 (pp. 33-61)</li> </ul> <p><b>Complete::</b></p> <ul style="list-style-type: none"> <li>● Self-check p. 7</li> <li>● Self-check p. 36</li> </ul> <p><b>Watch:</b> Use the link below to select and view the following webinar:</p> <ul style="list-style-type: none"> <li>● <a href="#">Creating and Maintaining School Climate &amp; Professional Learning for Adults Webinar</a></li> </ul>	<p><i>As you read, please make note of these discussion questions. You do not need to have all questions answered or written down. We will use some of them to guide discussion during our first meeting.</i></p> <p><b>Module 1</b></p> <ul style="list-style-type: none"> <li>● Consider the 10% rule. How can this work for your school? (p.6)</li> <li>● How has distance learning changed the climate of your school? (p. 7)</li> <li>● What are your thoughts about this quote from the book, “...your attitude influences the climate of the school. Teachers and staff members look to their leaders to judge the status of the organization?” (p. 8)</li> <li>● What are some ways you have been able to positively impact the climate of your school?</li> <li>● How can you ensure that you are <i>credible</i> to the school community? (p. 14)</li> <li>● How can you promote <i>distributed leadership</i> at your school? How does every person know their role? (p. 20)</li> <li>● What are some ways you can increase staff, student, and family voices during distance learning? (p. 23)</li> <li>● How can you maintain <i>visibility</i> and accessibility to students, staff, and families during distance learning? How can you increase <i>visibility</i>? (p. 25)</li> </ul> <p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>● How can you ensure that professional learning in your school is content focused, teacher and student centered, and instructionally relevant and actionable? (p. 35)</li> <li>● How can/do you personalize professional learning at your school? (p. 35)</li> <li>● Do the learning beliefs of teachers enhance or inhibit distance learning? (p. 36)</li> <li>● How are your departments or grade-levels continuing PLCs? (p.38)</li> <li>● What is the value in teachers observing each other (Virtual Learning Walks)? (p. 47)</li> <li>● Is <i>microteaching</i> on your radar? (p. 51)</li> </ul>	<p>As an educational leader, what are my next steps?</p>

Topic	Purpose	Watch and Read	Reflect and Respond	Plan of Action
			<ul style="list-style-type: none"> <li>• What is one strategy or resource you could use to improve your <i>social presence</i>? (p. 58)</li> <li>• What is one strategy or resource you could use to improve interactions with families? (p. 59)</li> </ul>	
<b>Instructional Leadership and Mindframes for Leaders</b>	<p><b>Learning Goals:</b> We are learning about how to support teachers in their instructional practices.</p> <p>We are learning about how we think about our work and how mindframes help us lead from a distance.</p> <p><b>Success Criteria</b></p> <p><b>Module 3:</b></p> <ul style="list-style-type: none"> <li>• I can be an instructional leader within my school.</li> <li>• I can ensure that our school goals are still relevant even during distance learning.</li> <li>• I can communicate staff instructional expectations.</li> </ul> <p><b>Module 4:</b></p> <ul style="list-style-type: none"> <li>• I can evaluate my impact on teacher and student learning.</li> <li>• I can collaborate with peers and build relationships with teachers to ensure our school sees progress.</li> <li>• I can engage as much in dialogue as in monologue.</li> <li>• I can choose a mindframe that strives for challenge and believes all students and teachers can improve.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Module 3 (pp. 63-89)</li> <li>• Module 4 (pp. 91-125)</li> </ul> <p><b>Complete::</b></p> <ul style="list-style-type: none"> <li>• Self-check p. 65</li> <li>• Self-check p. 39</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Mindframes for Leaders by John Hattie</a></li> </ul> <p>Use the link below to select and view the following webinars:</p> <ul style="list-style-type: none"> <li>• <a href="#">Instructional Supervision Webinar</a></li> <li>• <a href="#">Mindframes for Leaders Webinar</a></li> </ul>	<p><i>As you read, please make note of these discussion questions. You do not need to have all questions answered or written down. We will use some of them to guide discussion during our second meeting.</i></p> <p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• How similar is your supervision in distance or hybrid instruction compared to fully in-school instruction?</li> <li>• How do you use data to make instructional leadership decisions?</li> <li>• What have you learned during distance or hybrid instruction that you'd like to continue doing during fully in-school instruction?</li> <li>• What is the makeup of the instructional leadership team at your school? (p. 66)</li> <li>• Why is it important to have Distance Learning Expectations? (p. 69)</li> <li>• How can teacher expectations be created and relayed to teachers? (p.72)</li> <li>• Have you seen the "Matthew Effect" take place during virtual learning? (p. 75)</li> <li>• How can/do your teachers use an instructional framework to design lessons? (p. 78)</li> <li>• How can you ensure that all students speak/respond in some way in every class, every day? (p. 83)</li> </ul> <p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• How can you increase your impact on student learning? (p. 94)</li> <li>• Consider your IMPACT data as you read about Mindframe 2. (p. 97)</li> <li>• How can we foster <i>collective leadership efficacy</i> with this admin group? (p. 101)</li> <li>• How can you avoid being a "hero-principal?" (p. 104)</li> <li>• How can/does feedback drive change in your school? (p. 110)</li> <li>• How can you improve your communication with</li> </ul>	<p>As an educational leader, what are my next steps?</p>

Topic	Purpose	Watch and Read	Reflect and Respond	Plan of Action
			<p>others? (p. 113)</p> <ul style="list-style-type: none"><li>● How can you better inform teachers/students of what <i>success</i> looks like? (p. 117)</li><li>● What strategies could you use to encourage teachers to see mistakes as an opportunity for growth? (p. 120)</li></ul>	