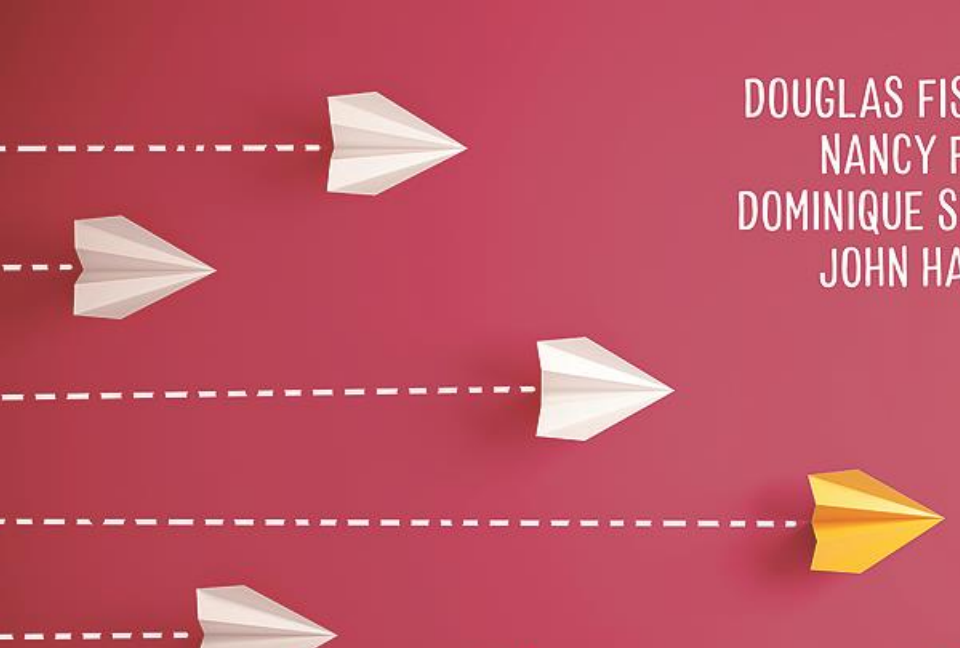


DOUGLAS FISHER
NANCY FREY
DOMINIQUE SMITH
JOHN HATTIE



THE
**DISTANCE
LEARNING
PLAYBOOK** FOR
SCHOOL LEADERS

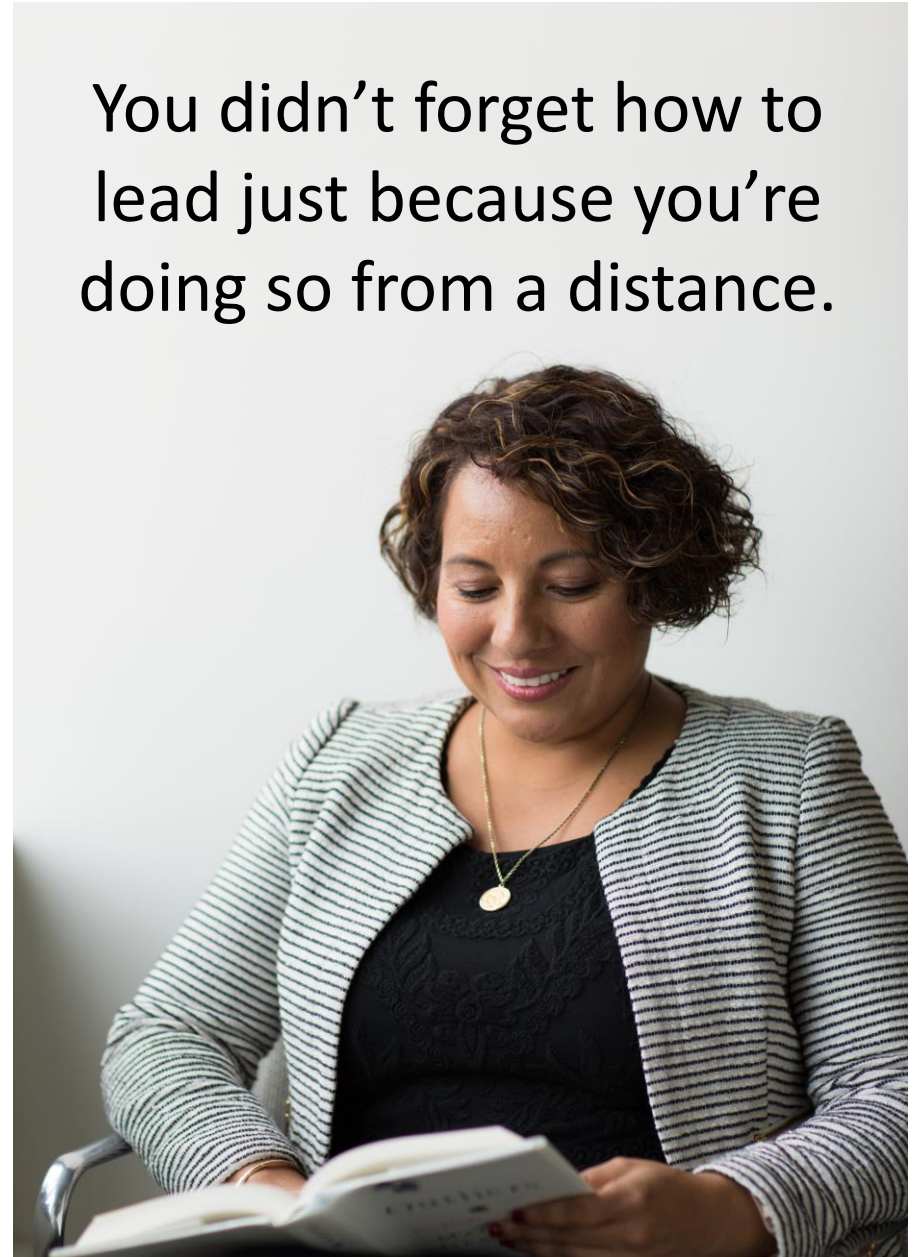
LEADING FOR ENGAGEMENT
& IMPACT IN ANY SETTING



Leading at a
Distance



You didn't forget how to lead just because you're doing so from a distance.





Current
Needs



Distance Learning has had a destabilizing effect on some teachers. Their beliefs today may not be the same as they were in 2019.

Identity and Agency of Adults

IDENTITY: The stories we tell ourselves about ourselves.




AGENCY: Our perceived ability to act upon the world.



A teacher is writing on a chalkboard. The board is covered with various physics equations, including $w = 2\pi f$, $R = \rho \frac{l}{S}$, $\eta = \frac{\mu_{12}}{T}$, $M = \vec{F}d \cos \alpha$, $F_n = \mu_1 p$, $F_g = \frac{m_1 m_2}{r^2}$, $\gamma = \frac{E_c}{q}$, $\frac{\sin \alpha}{\sin \beta} = \frac{v_1}{v_2} = \frac{w_2}{w_1}$, $v = \frac{1}{\sqrt{\epsilon \cdot \mu}}$, $E = mc^2$, $F_v = \sum \frac{F_n}{R}$, $x^* T = G$, and $(E_x)_n = \frac{1 \cos \alpha \cos \beta \cos \gamma}{\cos(\alpha_1 \alpha_2) \sin(\alpha_1 + \alpha_2)}$. The teacher is wearing a white top and a brown apron, and is holding a piece of white chalk. A pencil holder with various colored pencils and pens is visible in the foreground.

Teachers talk about their identity in two ways:

A woman with dark curly hair and glasses is reading a large black book. She is wearing a black top. Behind her is a large, colorful abstract mural with blue, pink, and white shapes. The scene is lit with dramatic, low-key lighting.

Their professional roles (who they are)

Their professional practices (what they do)

Enyedy et al., 2006

Teacher identity
diverges depending on
how they see
themselves and what
they do.



The Professional



The Laborer



The Professional

- High degree of agency
- Focused on student learning in the classroom
- “Tool” orientation toward curriculum and resources



The Laborer

- Low degree of agency
- Focused on job tasks and external measures of success
- “Rule” orientation toward curriculum and resources







Are my efforts resulting in anything that matters?

What shapes (and reshapes) teacher agency?

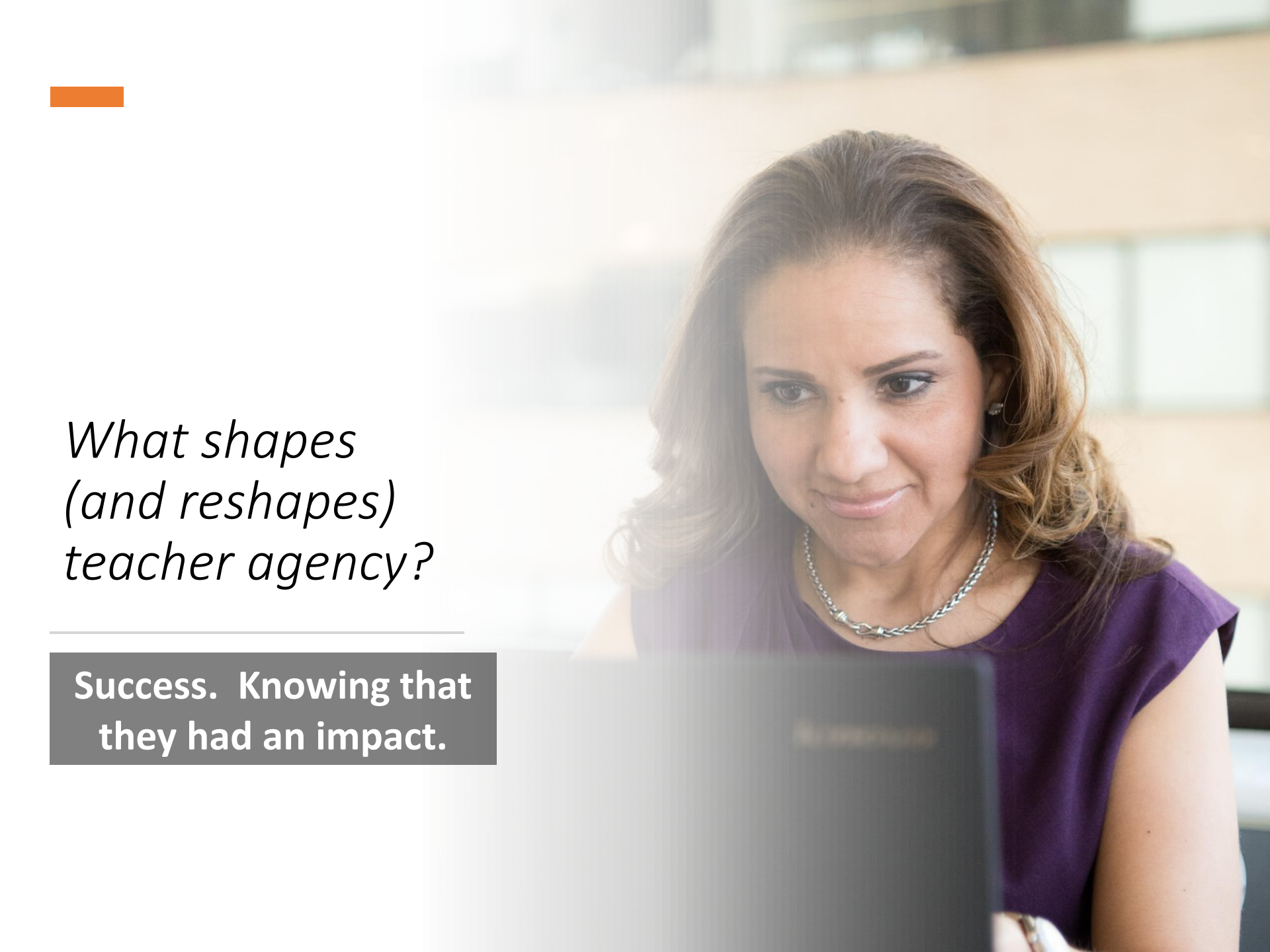
Collaboration. Their stories and discussions of practice.





*What shapes
(and reshapes)
teacher agency?*

Feedback. Learning and
growing in a supportive
environment.



*What shapes
(and reshapes)
teacher agency?*

**Success. Knowing that
they had an impact.**



**THE POWER
OF SMALL WINS**

MODULE 6

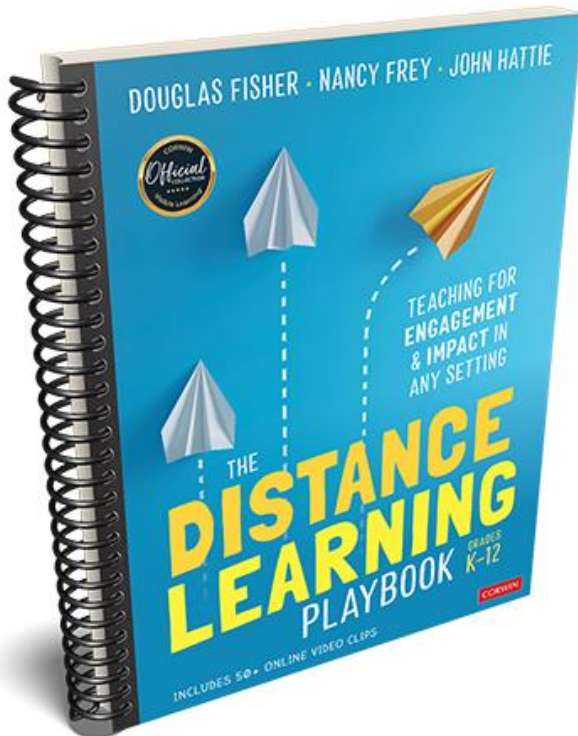
ENGAGING TASKS



Use the Chat function to reply.



How do you gauge student engagement in an online environment?



What's my level of engagement?

Active ← ● Passive ● → Active

Disrupting	Avoiding	Withdrawing	Participating	Investing	Driving
Distracting others Disrupting the learning	Looking for ways to avoid work Off-task behavior	Being distracted Physically separating from the group	Doing work Paying attention Responding to questions	Asking questions Feeling like what you are learning is important	Setting goals Seeking feedback self-assessment
Disengagement			Engaged		

Disrupting



Disrupting	
What is it?	What does it look like? Examples.
Distracting others	<ul style="list-style-type: none">- unmutes their mic and and says a random off-topic comment- makes a joke during learning
Disrupting the learning	<ul style="list-style-type: none">- talking to a friend and it is so hard to stop, you get distracted from the lesson and you distract that friend- during group work you start talking about something else that is not connected to the work- walking back in the classroom and make a announcement

Avoiding



Avoiding	
What is it?	What does it look like? Examples.
Looking for ways to get out of doing work Off-task behavior	<ul style="list-style-type: none">- Turn on mute and turn off video and walk away to do something else- playing with games or items in their desk (or at home during DL)- walking away from the work- laving to restroom to avoid work- asking to go to the nurse when you are not really feeling sick, you just want to get out of doing work

Withdrawing



Withdrawing

What is it?	What does it look like? Examples.
Being distracted Separating from the group or work	<ul style="list-style-type: none">- thinking about Fortnite during class- feeling like the work is too hard so the kid gives up and thinks about something else- pretending like you are sharpening your pencil or doing something else important so you don't have to participate in the work

Participating



Participating

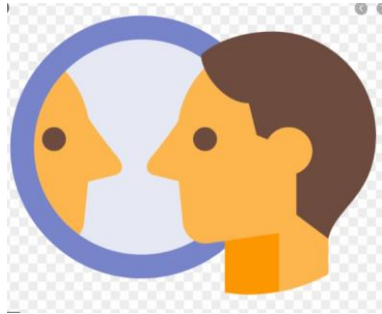
What is it?	What does it look like? Examples.
Doing work	- Pay attention to the class, so you are able to answer the questions
Paying attention	- Enter your answer in the chat - brain is thinking about the math or about the reading - listening to your partner or group members

Investing



Investing	
What is it?	What does it look like? Examples.
Asking questions	- ask when you don't understand what the teacher is modeling
Feeling like what you are learning is important	- ask a question to get to know your partner more (during buddy time) - caring about the characters in the story - listening to when the teacher talks about the "why" of the lesson - thinking about how the article relates to your life

Driving



Driving

What is it?	What does it look like? Examples.
Setting goals	- "Let me look at the level 3 example, so I can try to write like that next time."
Seeking feedback	- ask the teacher or a math partner what you did wrong on a math problem
Self-assessment	- asking yourself at the end of the lesson if you got it or not - our brain grows when we figure out why we made a mistake, so think about your mistakes

What's my level of engagement?

Disrupting

Distracting others
Disrupting the learning

Avoiding

Looking for ways to avoid work
Off-task behavior

Withdrawing

Being distracted
Physically separating from the group

Participating

Doing work
Paying attention
Responding to questions

Investing

Asking questions
Feeling like what you are learning is important

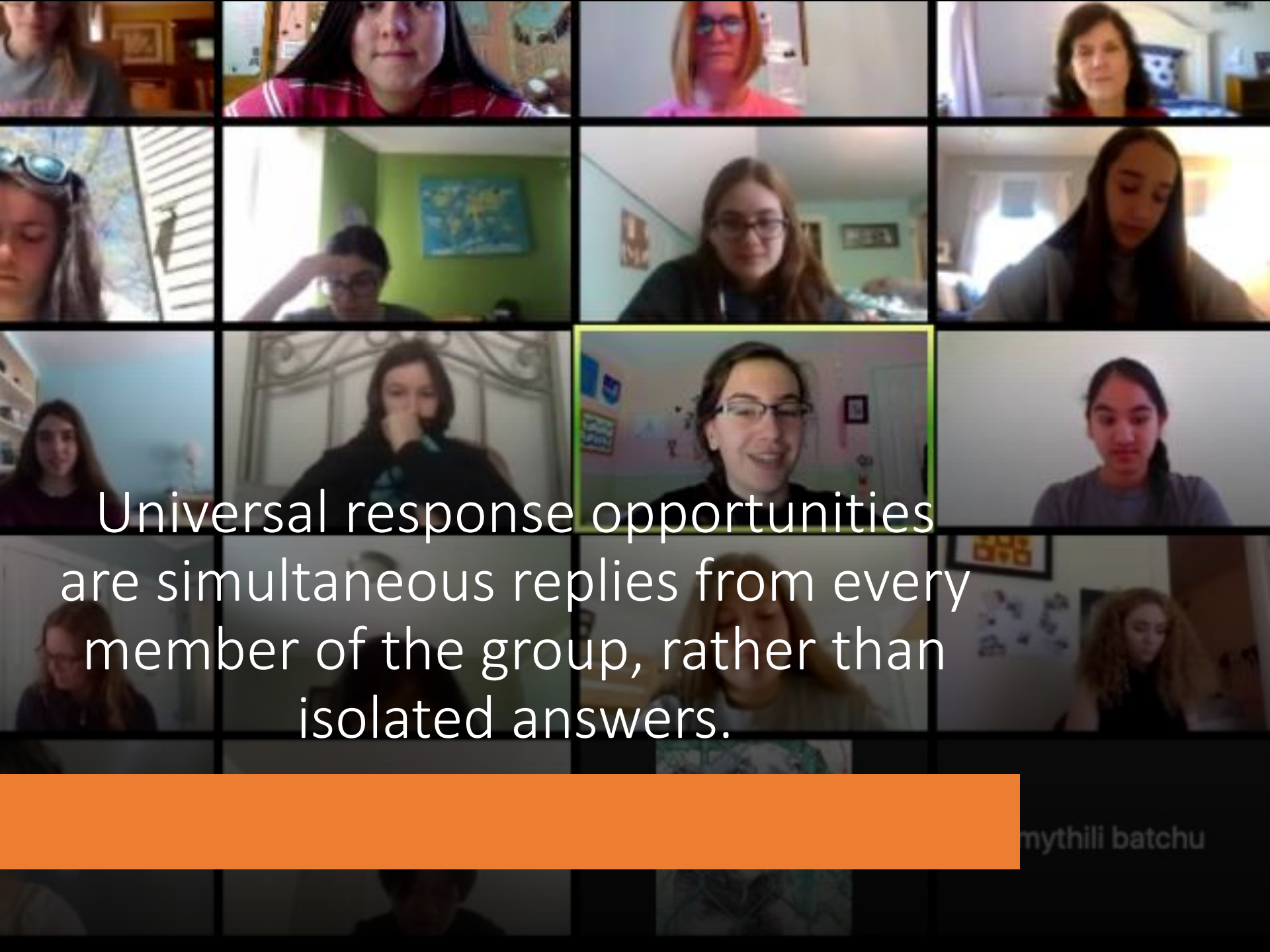
Driving

Setting goals
Seeking feedback
self-assessment





Universal Responses:
Micro-assessments That Propel Learning



Universal response opportunities are simultaneous replies from every member of the group, rather than isolated answers.

A good rule of thumb:
Provide a universal response
opportunity at least every 10
minutes during synchronous
sessions.





Wait

Time

The **POWER** of WAIT TIME




@ValentinaESL

Why Should I **WAIT?**

? →  Students need to listen to the question.




Students may need time to build up courage for responding.

 Students need to process what they've heard.



Students raise their hand in an effort to be heard.

 Students may need to translate from one language to another.


Native Language

WAIT 1:

The time between asking the question and the answer.

WAIT 2:

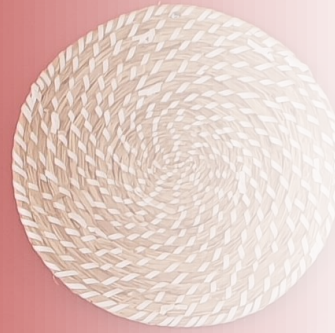
The time after the student answers the question. This wait time allows for an extended response.



The average
teacher waits less
than one second
between asking a
question and
calling on a
student to answer.

Gambrell, 1984





Wait times
are longer in
distance
learning.

- Audio delay
- Think time
- Composing or responding
- Unmuting the mic



Students type their answer but wait
for the signal to submit.

Waterfall Chats



Response cards are associated with higher achievement on tests and quizzes, higher levels of participation, and lower levels of disruptive behavior, compared to individual hand raising to answer a question (Randolph, 2007).

Preprinted response cards on a ring make it easier for students to find them.





Old CD and DVD cases can hold red paper on one side
and green paper on the other.



MODULE 5

**TEACHER
CLARITY AT
A DISTANCE**

A woman with long dark hair, wearing a blue shirt, is looking upwards and to the right with a thoughtful expression, her hand resting on her chin. The background is a dark chalkboard with a large thought bubble drawn in white chalk. Inside the thought bubble, the text "Am I teaching with clarity?" is written in white chalk. To the left of the main thought bubble, there are three smaller, faint thought bubbles arranged in a diagonal line, also drawn in white chalk.

Am I
teaching
with
clarity?



Lesson tasks, assignments, and activities include links to the learning intentions and success criteria.

Information is relevant, accurate, and
comprehensible to students.





The lesson includes information that is illustrative and illuminating.

GOAL

PROGRESS



MEASURE



ANALYSIS

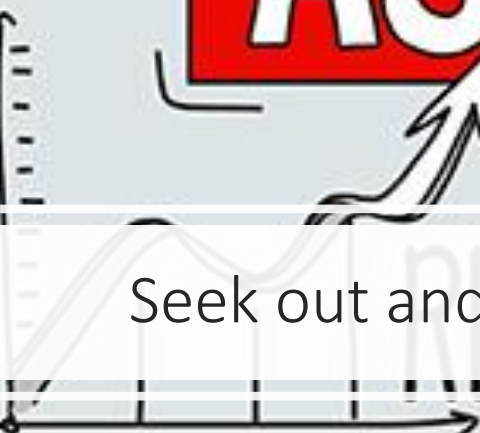


ASSESSMENT

EVALUATION

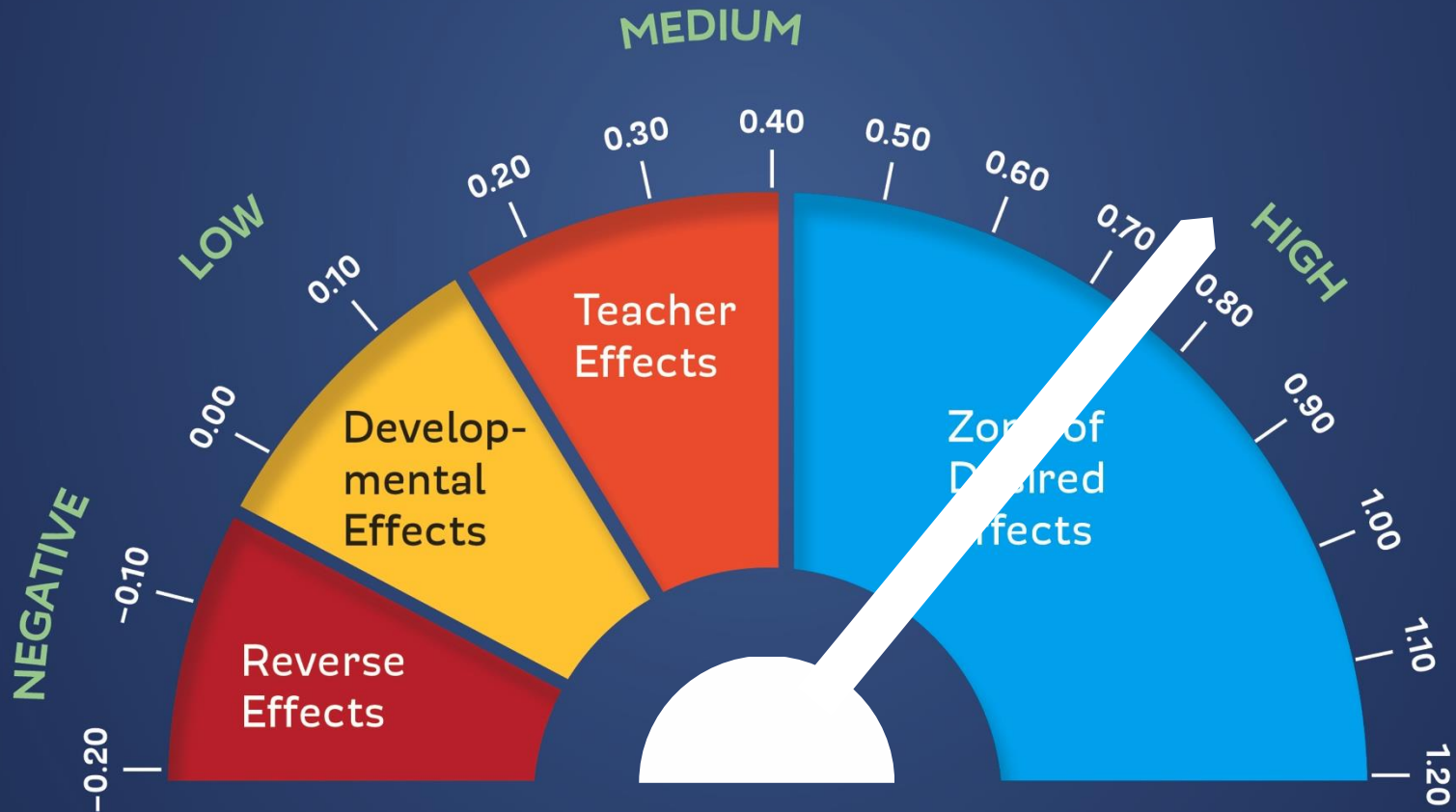
PLAN

Seek out and act upon the feedback received from students.



AUDIT

Teacher Clarity: $d = 0.75$



Three Questions

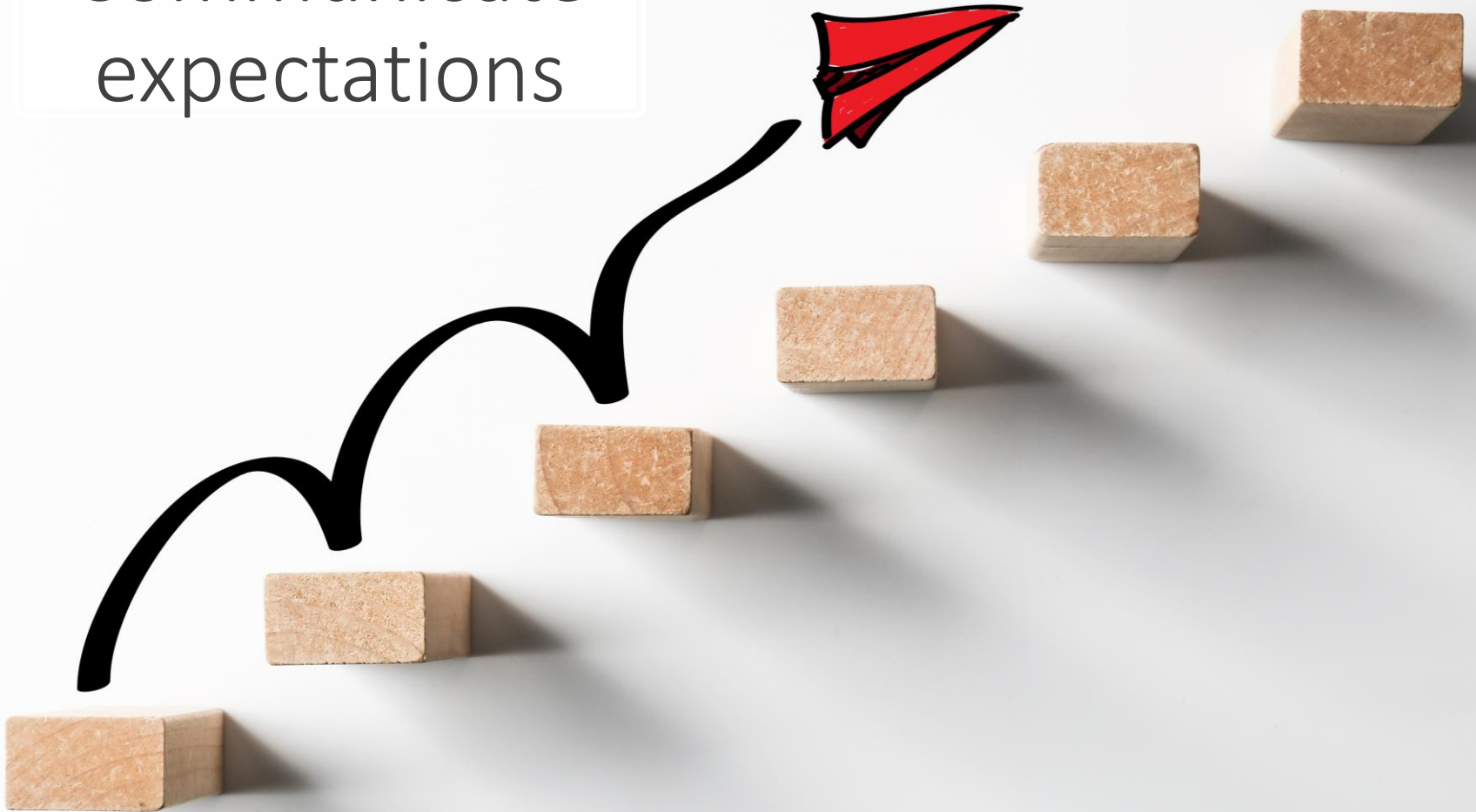


What am I learning today?

Why am I learning this?

How will I know that I have learned it?

Communicate
expectations



CRITERIA FOR SUCCESS

Learning Target: I am learning about indicators of a healthy ecosystem!

Criteria for Success:

Present information about a specific ecosystem.

List the indicators of a healthy ecosystem.

Slide 2 of 37 Take control



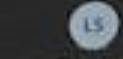
Meika Kim



Eash Conder 4471



Iydia Perez-Carrillo 4...



London Rivers 5025



Zakaria White 2102



Meika Kim



SUCCESS CRITERIA!

This week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria	Before	After
			Rating	Rating
<p>I am learning...</p> <ul style="list-style-type: none"> • About how waves travel through matter • About loud and soft sounds • About the different types of waves (mechanical, transverse, longitudinal, sound) 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Pre-Assessment <input type="checkbox"/> Watch phenomenon video <input type="checkbox"/> Complete "Encounter the Phenomenon"- document observations when a tuning fork is hit hard and soft <input type="checkbox"/> Read "At the Core of It" and complete the graphic organizer <input type="checkbox"/> Complete the "Strike That" lab and reflection question 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Predict if a ball thrown in the ocean will be pushed back to shore or not <input type="checkbox"/> Document observations and generate questions about loud and soft sounds <input type="checkbox"/> Define mechanical wave, transverse wave, longitudinal wave, and sound wave. <input type="checkbox"/> Describe the features of P-Waves and S-Waves <input type="checkbox"/> Explain why the rice behaves differently when the glass is struck hard and soft. 		

Learning Target:

I am learning to use code to draw and design cool pictures.

Task:

Complete the ARTIST lab in Code.org

Success Criteria:

- I can use the MOVE FORWARD block
- I can use the TURN RIGHT BY 90 DEGREE block
- I can change the value of the MOVE FORWARD and TURN RIGHT blocks.

[See less](#)



Mandatory Techn...

Wednesday, May 13, ...



Devion Autrey 9... 12:51 PM



1





Class DJ



Class Greeter



Success Criteria
Messenger



Prior Knowledge
Connector



Mood Monitor



Tech Support



Brain Break Coach



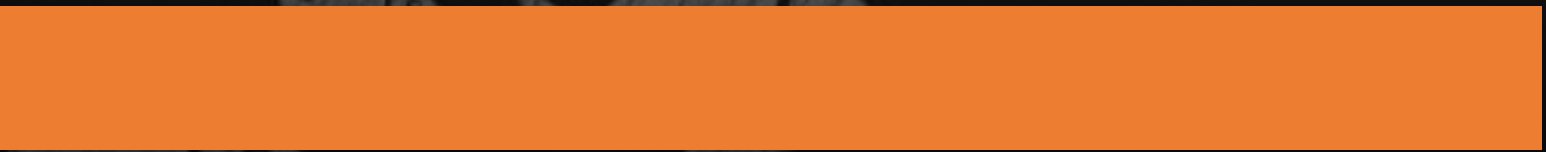
Accountability Collector



Chat Monitor

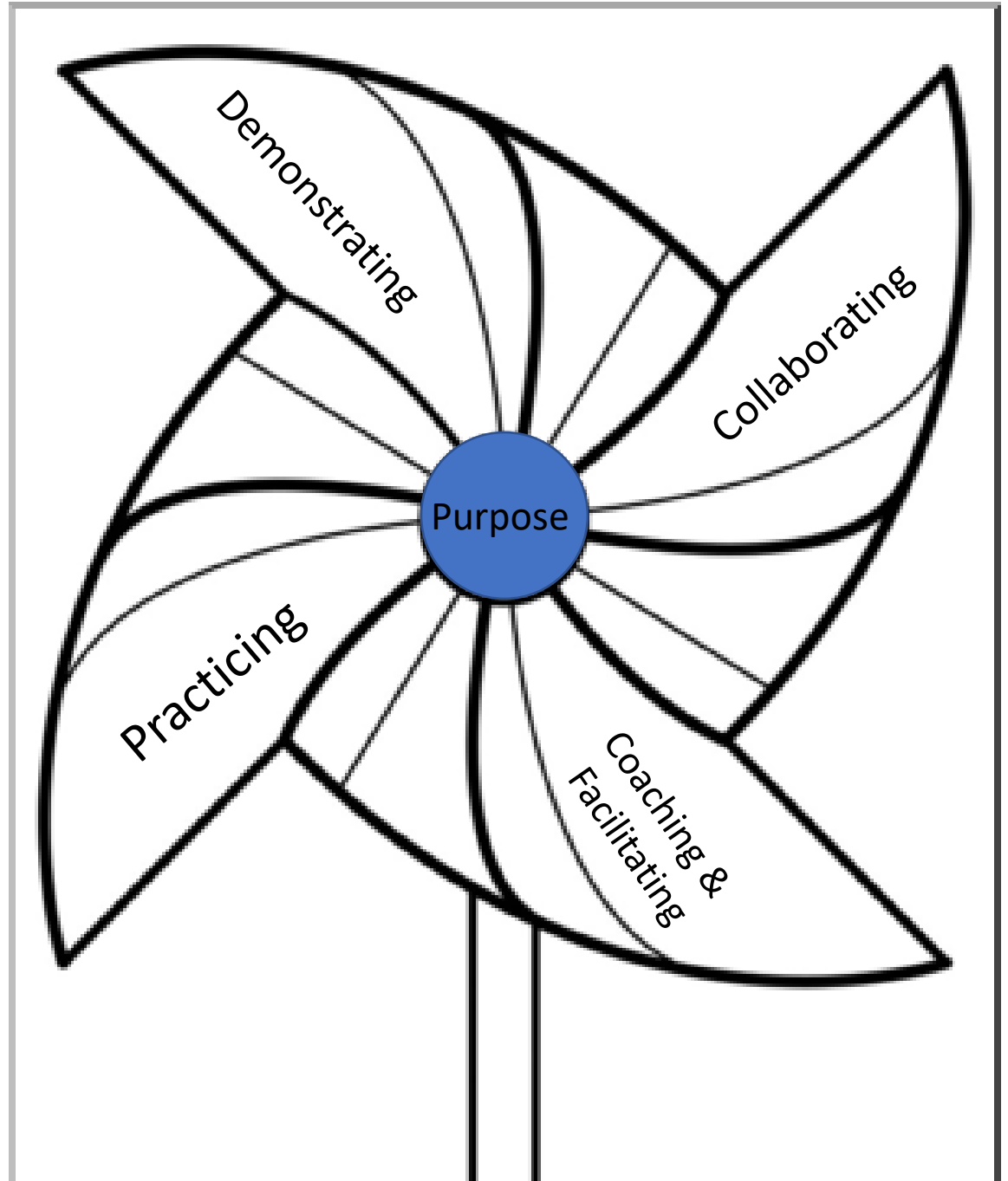


Instructional Leadership

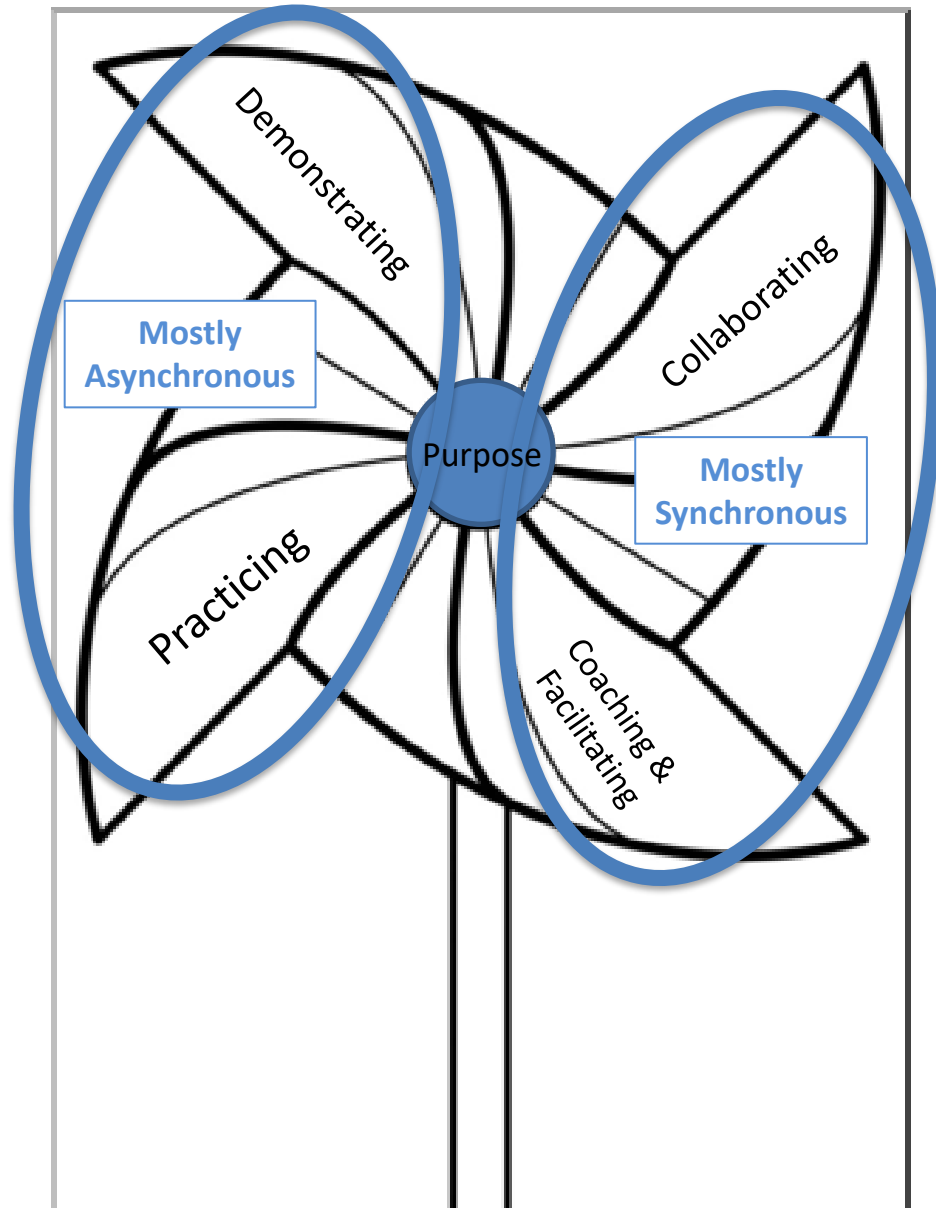


A Distance Learning Instructional Framework

p. 78



A Distance Learning Instructional Framework





THANK YOU

www.fisherandfrey.com