

# INDEX

- Accountability, 20, 68
- Administrators
  - credibility of, 14–18, 19 (table)
  - self-care for, 8–11
  - taking care of colleagues, 12–14, 14 (table)
  - See also Leadership
- Adult learning theory, 34
- Agency, 104
- American Academy of Family Physicians, 14
- Andragogy, 34
- Asked-for feedback, 110
- Assessments, 97–101
- Autonomy, 20
  
- Barron, K. E., 102–103
- Baseline for measurement in
  - expectations, 68
- Beaudoin, M. F., 3
- Benevolence, 15
- Breaks, regular, 9, 44
- Brown, V., 76
  
- Capacity, 20, 48
- Challenge, striving for, 107–109
- Chambers, M., 66
- Change agents, administrators as, 103–106
- Charisma, 16
- Chavez, A., 11
- Check-ins with staff members, 12–13, 26, 43
- Clarity in expectations, 68
  - of teachers, 72–76
- Climate. See School climate
- Clinton, J., 94
- Coaching and facilitating in
  - distance learning, 85–87
- Collaborating in distance learning, 83–85
- Collaborative inquiry cycles, 38–42, 39–40 (figure)
- Collective teacher efficacy, 101–103
- Communication
  - in dialogue more than monologue, 113–116
  - of expectations, 68
- Compassion fatigue, 13–14, 14 (table)
- Competence, 15, 17
- Competency, 15
- Consortium for Chicago Schools Research (CCSR), 23
- Covey, S. M. R., 15
- COVID-19 pandemic, 1, 6, 124–125
- Credibility, leader, 14–18
- Critical thinking, 72, 73
  
- Culturally sustaining pedagogies (CSP), 76–77
- Culture, 7, 27
  
- Daily welcome messages, 26
- Data collection, 97–101
- Decisional capital, 104, 106
- Dedicated workspaces, 9
- Deliberate practice, 88
- Demonstrating in distance learning, 81–83
- Dialogue, engaging in, 113–116
- Direct instruction, 81–82
- Discussion skills, 85
- Distance learning, 1–3
  - coaching and facilitating in, 85–87
  - collaborating in, 83–85
  - culturally sustaining pedagogies (CSP) in, 76–77
  - demonstrating in, 81–83
  - distributed leadership and, 21, 21 (figure)
  - expectations for, 69–70
  - input training, 42–45
  - instructional framework for, 78–80, 78 (figure)
  - learning beliefs at a distance and, 36–37, 37 (figure)
  - microteaching in, 51–52, 52–54 (figure)
  - need for professional learning and, 34–35
  - personalized learning, 55–56, 56 (figure)
  - practicing in, 87–89
  - revisiting school goals in light of, 65–67
  - safe practice in, 46–47
  - school climate and (See School climate)
  - social presence in, 57–58, 58 (figure)
  - stakeholder advisory groups for, 23–24
  - virtual learning walks in, 47–50, 49 (figure)
  - virtual visibility in, 25–26
- Distance Learning Playbook for Parents*, 59
- Distributed leadership, 20–21, 21 (figure)
- Donohoo, J., 101
- Dynamism, 16, 17
  
- Education Trust, 24
- Elliott, J. K., 13
- Elliott, K. W., 13
- Empathetic feedback, 110–111
- Empathy, 72, 73, 110–111
- Empowerment, 68, 104
- Escobedo, F., 8

- Expectations
  - aligning goals to, 68–71
  - clarifying teacher, 72–76
  - distance learning, 69–70
- Explanations and examples, 83
- Families
  - explicit communication of goals with, 117–119, 117 (figure)
  - parent education and support for, 59–61
  - surveys of, 28–30 (figure)
  - ties with communities and, 23, 26
- Feedback, understanding and acting on, 110–112, 112 (figure)
- Feel of school, 26–31, 28–30 (figure)
- Figley, C. R., 13
- First-person statements, 82
- Garmson, R., 113
- Genuineness, 72, 73
- Getty, S., 102–103
- Goal orientation, 107
- Goals
  - aligned to expectations, 68–71
  - explicit information on, 117–119, 117 (figure)
  - lesson, 87
  - revisited in light of distance learning, 65–67
  - striving for, 107–109
- Goldberg, S., 108
- GREAT model, 110
- Grouping, 87
- Growth-oriented feedback, 110
- Hattie, J., 1, 3
- Health, Safety, Security, and Environment (HSSE) plans, 65
- Healthy eating, 9
- Honesty, 15
- Hopkinson, D., 6
- Hoy, A., 15, 38
- Hulleman, C. S., 102–103
- Human capital, 104, 106
- I am a change agent and I believe all teachers and students can improve mindframe, 103–106
- I am an evaluator of my impact on teacher and student learning mindframe, 93–96, 95 (figure)
- I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others mindframe, 120–122
- I collaborate with my peers and my teachers about my conceptions of progress and my impact mindframe, 101–103
- I engage as much in dialogue as in monologue mindframe, 113–116
- I explicitly inform teachers and students what successful impact looks like from the outset mindframe, 117–119, 117 (figure)
- I give and help students and teachers understand feedback and I interpret and act on feedback given to me mindframe, 110–112, 112 (figure)
- Immediacy, 16, 17
- Influencer Marketing Hub, 25
- Input training, 42–45
- Institute for Organization Management, 68
- Instructional framework, distance learning, 78–80, 78 (figure)
- Instructional leadership, 64–65
  - aligning goals to expectations, 68–71
  - clarifying teacher expectations, 72–76
  - coaching and facilitating in distance learning and, 85–87
  - collaborating in distance learning and, 83–85
  - demonstrating in distance learning and, 81–83
  - distance learning instructional framework and, 78–80, 78 (figure)
  - ensuring culturally sustaining pedagogies, 76–77
  - practicing in distance learning and, 87–89
  - revisiting school goals in light of distance learning and, 65–67
- Instructional leadership teams (ILT), 6, 20–22, 21 (figure), 36
  - collaborative inquiry cycles and, 38
- Internal dialogue, 82
- I see assessment as informing my impact and next steps mindframe, 97–101
- “I” statements, 82
- I strive for challenge rather than merely doing my best mindframe, 107–109
- Kapur, M., 120
- Knowles, M., 34
- Kosovich, J. L., 102–103
- KSS method, 108–109
- LarkApps, 110
- Leader credibility, 14–18, 19 (table)
- Leadership
  - distributed, 20–21, 21 (figure)
  - instructional (See Instructional leadership)
  - major functions of, 22
  - mindframes in (See Mindframes)
  - transformational, 64
  - See also Administrators
- Leana, C., 104
- Learning beliefs survey, 36–37, 37 (figure)
- Learning management systems (LMS), 48, 50
- Learning walks, virtual, 47–50, 49 (figure)
- Links to learning in collaboration, 85
- Lloyd, C. A., 64

Manna, P., 2  
 Marcus, L., 65–66  
 Martin, 107  
 Mastery orientation, 107  
 McNulty, E. J., 65–66  
 Mehrabian, A., 16  
 Microteaching, 51–52, 52–54 (figure)  
 Midles, R., 20  
 Mindframes, 92–93  
     I am a change agent and I believe all teachers and students can improve, 103–106  
     I am an evaluator of my impact on teacher and student learning, 93–96, 95 (figure)  
     I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others, 120–122  
     I collaborate with my peers and my teachers about my conceptions of progress and my impact, 101–103  
     I engage as much in dialogue as in monologue, 113–116  
     I explicitly inform teachers and students what successful impact looks like from the outset, 117–119, 117 (figure)  
     I focus on learning and the language of learning, 122–125  
     I give and help students and teachers understand feedback and I interpret and act on feedback given to me, 110–112, 112 (figure)  
     I see assessment as informing my impact and next steps, 97–101  
     I strive for challenge rather than merely doing my best, 107–109  
 Mindset check-ins, 12  
 Modeling, 83  
 Monitoring, 85  
 Monologue, 113–116  
 Morning routines, 9  
  
 National Preparedness Leadership Initiative, 65–66  
 National School Reform Faculty, 99  
 New leadership, 105  
*New York Times*, 122  
 Nichols, K., 20  
 Nondirectivity, 72, 73  
  
 Office hours for families, 26  
 Omnibus T-scale, 18, 19 (table)  
 Openness, 15  
 Optimus Performance, 108  
  
 Pacing, 83  
 Paraphrasing, 113  
 Parent education and support, 59–61  
 Pausing, 113  
 Paying attention to self and others, 114  
  
 Peer collaboration, 83–85  
 Pérez, L., 6  
 Personalized learning, 55–56, 56 (figure)  
 Personal learning network (PLN), 55  
 Posing questions, 113  
 Practicing in distance learning, 87–89  
*Presentation Zen*, 16  
 Presuming positive intentions, 114  
 Principal trust survey, 112 (figure)  
 Productive failure, 120–121  
 Productive success, 120–121  
 Professional capacity of staff, 23, 48  
 Professional capital, 104  
 Professional learning  
     collaborative inquiry cycles in, 38–42, 39–40 (figure)  
     input training, 42–45  
     learning beliefs at a distance and, 36–37, 37 (figure)  
     microteaching in, 51–52, 52–54 (figure)  
     need for, 34–35  
     parent education and support and, 59–61  
     personalized learning in, 55–56, 56 (figure)  
     principles of adult learning theory and, 34  
     safe practice in, 46–47  
     social presence and, 57–58, 58 (figure)  
     virtual learning walks in, 47–50, 49 (figure)  
 Prompting turn taking, 114  
 Providing data, 114  
 Putting ideas on the table, 114  
  
 Real feedback, 110  
 Reference point for expectations, 68  
 Reflection, 44  
 Reliability, 15  
 Richardson, S., 64  
 Rigor, 83, 87  
 Robinson, V. M. J., 64  
 Routines  
     collaboration, 85  
     morning, 9  
 Rowe, K. J., 64  
 Russo, R., 6  
  
 Safe practice in professional learning, 46–47  
 Salcedo, J., 92  
 Scaffolding, 87  
 School climate  
     administrator self-care and, 8–11  
     defined, 7  
     distance learning and, 6–7  
     feel of school and, 26–31, 28–30 (figure)  
     instructional leadership teams (ILT) in, 6, 20–22, 21 (figure)  
     leader credibility and, 14–18, 19 (table)  
     major functions of leadership and, 22  
     stakeholder advisory groups and, 23–24

taking care of colleagues and, 12–14,  
     14 (table)  
 virtual visibility and, 25–26  
 Second-person statements, 82  
 Self-care, administrator, 8–11  
 Sleep, 9  
 Smith, R., 3  
 Social capital, 104, 106  
 Social presence, 57–58, 58 (figure)  
 Solly, B., 20  
 Spaced practice, 88  
 Spears, S. G., 13  
*Speed of Trust, The*, 15  
 Staff meetings, 12–13, 26, 92  
     input training, 42–45  
 Stakeholder advisory groups, 23–24  
 Statement of goals for lessons, 83  
 Student Achievement Partners, 34  
 Student-centered learning climate, 23  
 Student-teacher interactions, 74–76  
 Success stories, 16  
 Surveys  
     family, 28–30 (figure)  
     learning beliefs, 36–37, 37 (figure)  
     principal trust, 112 (figure)  
 Task design, 85  
 Think-alongs, 82  
 Timely feedback, 110  
 Transformational leadership, 64  
 Trejo, D., 51–52  
 Trust, 14–15, 17  
     mindframe for building, 120–122  
     Omnibus T-Scale on, 18, 19 (table)  
     principal trust survey, 112 (figure)  
 Tschannen-Moran, M., 15, 38  
 Unconditional positive regard, 72, 73  
 Unproductive failure, 120–121  
 Unproductive success, 120–121  
 U.S. Chamber of Commerce, 68  
 Virtual learning walks, 47–50,  
     49 (figure)  
 Virtual visibility, 25–26  
 Visibility, virtual, 25–26  
 Visible Learning, 1–2, 2 (figure), 88, 124  
 Vygotsky, L. S., 86  
 Wellman, B., 113  
 William, D., 2