

CONTENTS

INTRODUCTION	1
1 SCHOOL CLIMATE AT A DISTANCE	5
Take Care of Yourself	8
Take Care of Your Colleagues	12
Leader Credibility	14
Instructional Leadership Teams	20
Stakeholder Advisory Groups	23
Virtual Visibility	25
The Feel of School	26
2 PROFESSIONAL LEARNING AT A DISTANCE	33
Learning Beliefs at a Distance	36
Collaborative Inquiry Cycles	38
Input Training	42
Safe Practice	46
Virtual Learning Walks	47
Microteaching in Distance Learning	51
Personalized Professional Learning	55
Social Presence	57
Parent Education and Support	59
3 INSTRUCTIONAL LEADERSHIP AT A DISTANCE	63
Revisit School Goals in Light of Distance Learning	65
Align Goals to Expectations	68
Clarify Teacher Expectations	72
Ensure Culturally Sustaining Pedagogies	76
Use a Distance Learning Instructional Framework	78
Demonstrating in Distance Learning	81
Collaborating in Distance Learning	83
Coaching and Facilitating in Distance Learning	85
Practicing in Distance Learning	87

4	MINDFRAMES FOR LEADERS FROM A DISTANCE	91
1.	I am an evaluator of my impact on teacher and student learning.	93
2.	I see assessment as informing my impact and next steps.	97
3.	I collaborate with my peers and my teachers about my conceptions of progress and my impact.	101
4.	I am a change agent and I believe all teachers and students can improve.	103
5.	I strive for challenge rather than merely doing my best.	107
6.	I give and help students and teachers understand feedback and I interpret and act on feedback given to me.	110
7.	I engage as much in dialogue as in monologue.	113
8.	I explicitly inform teachers and students what successful impact looks like from the outset.	117
9.	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
10.	I focus on learning and the language of learning.	122
	References	126
	Index	130
	About the Authors	134



Visit the companion website at
resources.corwin.com/DLPlaybook-leaders
 for downloadable resources.