

In *Leading the Rebound*, Douglas Fisher and colleagues recommend these 22 must-dos to lead the rebound effort in your school:

1. **Take care of yourself** ⇒ “Neglecting yourself doesn’t make you a better leader.” However, the healthy routines you set last year will likely need to be revised. Come up with new routines for healthy sleeping, eating, exercise, and managing stress.
2. **Take stock of last year and find the path forward** ⇒ Take stock of both your school’s strengths and needs that emerged during the pandemic so that you have a clear understanding of where students are in their learning journey and you can create a plan.
3. **Rebuild teacher agency** ⇒ Help teachers see the connection between their actions and the impact on students. Give them growth-producing feedback and look for small wins (“When you did _____, you impacted students in this way _____.”)
4. **Rebuild collective teacher efficacy** ⇒ Rebuild teacher teams by helping them outline goals and actions to impact student results.
5. **Prioritize SEL** ⇒ Gather a team, assess mental health needs, and create a plan to infuse social and emotional learning throughout the school day. Be sure that the plan plays to the specific strengths and needs of your school.
6. **Change the learning loss narrative** ⇒ Do *not* assume students have gaps in their learning – instead, diagnose the learning status of *every* student. Then, focus on accelerating learning rather than focusing on “learning loss” which reinforces deficit thinking,
7. **Guide teacher clarity** ⇒ Provide *time* and *tools* for teachers to analyze priority standards. Next, support teachers to identify learning goals and communicate those goals and success criteria to students *every day*.
8. **Look for 4 key components of quality instruction** ⇒ Improve your observation skills by knowing the 4 components of quality instruction: *demonstration, collaboration, facilitation, and practice* during in-person, virtual, and blended instruction.
9. **Use assessments for a range of purposes** ⇒ While some teachers may see assessment as “taking time away from learning,” we must support teachers to build on the best assessment practices learned during the pandemic to *boost* learning.
10. **Design and implement interventions** ⇒ Systematically identify those students in need of interventions early and often.
11. **Win back parent-teacher relationships** ⇒ Re-think family involvement so they can become true stakeholders in the school.
12. **Establish restorative practices** ⇒ Establish a restorative culture in which the focus is on student learning and repairing relationships. Support teachers in using these restorative practices: *affective statements, impromptu conversations, and class meetings*.
13. **Don’t step in and prevent teachers from resolving conflicts** ⇒ Create a culture that prioritizes building, maintaining, and repairing relationships. Empower teachers to address their own classroom conflicts with a focus on relationship-building.
14. **Enhance teacher-student interactions** ⇒ Ensure that teachers hold high expectations for *all* students and when you observe them, collect data about *interaction patterns* with students and not just instructional approaches.
15. **Develop early warning intervention systems** ⇒ To prevent those students who struggled during the pandemic from failing or dropping out, monitor the ABC’s – student *attendance, behavior, and course completion* – from the start of the year.
16. **Address cognitive challenges to learning** ⇒ Look for the nine cognitive challenges that interfere with student learning when observing, share them with teachers, and support teachers to address them.
17. **Ensure equitable and restorative grading** ⇒ Replace harmful and inequitable grading practices with restorative practices that communicate that we don’t give up on students.
18. **Enhance professional learning communities** ⇒ Reinvigorate and empower PLCs and ensure they focus on student learning.
19. **Provide empathetic feedback** ⇒ Provide GREAT feedback (growth-oriented, real, empathetic, asked-for, and timely).
20. **Host honest performance conversations** ⇒ Share evidence to let teachers know honestly how they’re performing.
21. **Nurture the climate and amplify your social presence** ⇒ Build trust by being present in the building, creating a culture of appreciation, and addressing conflict as soon as possible.
22. **Future-proof teachers and students** ⇒ Prepare students and staff for the future by focusing on 21st century skills like those outlined by Fullan and colleagues: *critical thinking communication, creativity, collaboration, citizenship, and character education*