NetLEAD School Leadership Grant Program
Tuesday, March 17, 2015
Winthrop University
Polly Ford Conference Room
9:30 AM to 12:00 PM

Meeting Minutes

Not present: Dillon 3, Fairfield, Union, CERRA, & SCASA

I. Welcome by Mark Mitchell

II. Approval of the minutes of the November 18, 2014 meeting
MOTION made by Kelly Lunsford-Thomas and Cheryl Warren to approve the meeting minutes from November 18, 2014.

III. Amendment and approval of the agenda
MOTION made by all to approve the agenda for the March 17, 2015 meeting.

IV. Opening Business
   a. Update on School Climate Initiatives
      • PBIS – Bob Stevens
         ▪ Marion and Chester are participating in PBIS trainings and consultations.
         ▪ This summer, PBIS trainings will be held in Marion and Chester.
         ▪ The focus this year has been on classroom management and second tier interventions in the PBIS schools.
         ▪ The South Carolina School Behavioral Health Conference will be held on April 23-24, 2015 in North Charleston. Please see attached flyer for more information.
         ▪ Please contact Tara Comer at comert@winthrop.edu if schools in your district are interested in participating in PBIS training this summer.

      • Olweus – Mark Mitchell
         ▪ Three Cherokee middle schools participated in Olweus Bullying Prevention Coordinating Committee (BPCC) training in January 2015.
In February 2015, one school’s entire BPCC team and new administrators in three other schools in Marlboro participated in the Olweus training.

In March 2015, Foster Park Elementary School in Union will participate in Olweus BPCC training.

Five schools in Marlboro, three schools in Cherokee, one school in Chester, and three schools in Union have been trained in the Olweus Bullying Prevention Program during the grant.

b. Update on Mini-Grant Reimbursements – Tara Comer

- Mini-grant reimbursement documentation is due March 20, 2015.
- Assistance was requested from the GMT. Tara emailed a reminder notice to all GMT members and awardees that documentation has not been received.
- Some mini-grant recipients have requested an extension until April 20, 2015.

c. Update on Evaluation – Felix Blumhardt

- Mentee surveys will be sent out soon. Those that participated in PIMRS in the fall will be requested to complete the survey this spring.
- A request for feedback will be sent out soon and the finalized version will be sent out by the end of April 2015.

V. District Mentor Handbook Review – Corps of Mentors

See attached PowerPoint Presentation for additional information.

a. Goal One

*Based on established criteria, districts will select seasoned mentor candidates and create a system of support to assist new administrators in their development of instructional leadership skills.*

- The criteria for selected mentor include:
  - experienced working with diverse populations
  - communication skills
  - focus on culture
  - non-evaluative
  - ethical

- The Mentor should be trained in: non-evaluative mentoring strategies, coaching strategies, working with diverse student populations, dimensions of instructional leadership, and framework for a common language in teaching and learning.

- Supports for District Mentors from the district: provide time, compensation, and resources.

- Clearly defined outcomes for the mentors and administrators: create smart goals (determined by personal, professional, and individual school needs), develop skills as instructional leader and as a lead leader, assist with analyzing data, and collaborate with others.

b. Goal Two

*Districts will utilize an instructional leadership framework with a common language to promote growth and build capacity for teaching and learning.*
- **Mission, Vision and Culture** – The principal will develop the school mission and vision with stakeholders to ensure equity-based culture of high expectations for academic achievement.
- **Develop Competence in Instructional Leadership** – The principal will develop instructional leadership expertise to enhance personal competence and build the capacity of staff.
- **Improvement of Instructional Practices** – The principal serves as a lead learner, implements Professional Learning Communities, creates systems and sets the expectation for academic success of all students, establishes a definition of effective student engagement, and determines focused professional development from school data.
- **Management of Resources for Academic Achievement** – The principal uses resources innovatively and equitably with focus being on powerful teaching and learning.

c. **Goal Three**

   *New principals will have opportunities to collaborate with other colleagues in PLCs to reflect, discuss, and compare new learning from the mentoring process.*

VI. **Teacher and Principal Evaluation** – Dr. Angela Bain – Deputy Superintendent, State Department of Education

Please see attached PowerPoint Presentation and the links below for additional information.

a. **Important Links**

   - **PADEPP:** [https://urldefense.proofpoint.com/v2/url?u=http-3A__ed.sc.gov_agency_stateboard_documents_EP-2D02-2D2015PADEPP-2DAttach-2D03-2D15-5F000.pdf&d=AwIFAg&c=82NFg6qkAwmLf-ElsTDuMzmUbVPgLssK8WcsoyJgSa&=6QlkH3hvfRk89bY30-H83p7pNVTQ9zqDp2q9BzFLk&m=VGBkFNUG-kPQ-yxtXID0tpLuLgTekx3H6dH1yXlp39nY&s=sC3gogqVEDk15-9mLPRypnKvg9boY5EbeYqfDhqB1&]/

   - **ADEPT Guidelines:** [https://urldefense.proofpoint.com/v2/url?u=http-3A__ed.sc.gov_agency_stateboard_documents_EP-2D01-2DADEPTGuideline-2DAttach-2D03-2D15.pdf&d=AwIFAg&c=82NFg6qkAwmLf-ElsTDuMzmUbVPgLssK8WcsoyJgSa&=6QlkH3hvfRk89bY30-H83p7pNVTQ9zqDp2q9BzFLk&m=VGBkFNUG-kPQ-yxtXID0tpLuLgTekx3H6dH1yXlp39nY&s=sC3gogqVEDk15-9mLPRypnKvg9boY5EbeYqfDhqB1&]/

b. **ESEA Flexibility Waiver Update**

   - The waiver allows for relief from the 100% proficiency requirement, flexibility in improvement requirements, flexibility to support school efforts, and flexibility in funding.
   - South Carolina agreed to have college and career ready expectations for all students, develop differentiated recognition, accountability, and support, support effective instruction and leadership, and reduce red tape.
   - The first waiver was approved in 2012. S.C. is now requesting an extension for up to three additional years. With the extension, there is the opportunity for a “pause” year.
• The support of effective instruction and leadership piece of the waiver requires the adoption of a teacher/principal evaluation system that includes student growth as a significant factor in evaluation.

c. Expanded ADEPT Update

1. After phase in (K-5 in 2015-2016 and 6-12 in 2016-2017), all teachers collect Student Growth evidence each year.
   ▪ 80% professional practices
   ▪ 20% student growth

2. Teachers create professional growth and development plans every year. (NOT NEW).

3. Observations (NOT NEW).

4. Feedback from the school’s instructional leader (NOT NEW).
   ▪ SLO conferences, Goals-based evaluation conferences, and observation feedback on areas of improvement.
   ▪ Every teacher should know how to write a SLO. The SLO will set a goal for students, measure student growth, and have value-add measures.
   ▪ Plan is to put the value add scores in the SLO and this will be a part of the student growth.

5. Other evidence of Professional Practice

   • The continuing contract teacher will complete a SLO every year that includes student growth, a professional growth and development plan every year, receive feedback from the instructional leader every year, and formal observations will be completed every 5 years (on a four tier scale within the district and a two tier scale for state reporting).

d. SLO Implementation

   • Timeline:
     Fall 2014 – District SLO readiness
     Spring 2015 – Teacher Training Resources – SLO Toolkit
     Summer and Fall 2015 – Evaluator Training

   • Growth vs. Proficiency – Proficiency is set a certain level for all. Growth can be shown from the pre to the post.

e. SLO Toolkit

   • [http://www.ed.sc.gov/slo](http://www.ed.sc.gov/slo) – toolkit is live to review
   • The SLO guidebook focuses at the teacher level. It is a detailed document that explains the purpose, benefits, creation process and timeline, types, growth targets, data collection, and evaluation/scoring of SLOs. Sample templates are available.
   • A PowerPoint presentation is available for training. It is very detailed, but is a framework that can be customized to your district.

VII. Other

   a. The next GMT Meeting will be held on Tuesday, April 21, 2015 via zoom

VIII. Adjourn