NetLEAD School Leadership Grant Program
Via zoom.us
Tuesday, April 8, 2014

Meeting Minutes


I.  Welcome by Mark Mitchell
II. Approval of the minutes of the March 11, 2014 meeting
   MOTION made by Cheryl Warren and Sharon Buddin to approve the minutes from the March 11, 2014 meeting.
III. Amendment and approval of the agenda
    MOTION made by all to approve agenda for April 8, 2014.
IV. Corps of Mentors Report – NetLEAD Corps of Mentors
    a. Brief review of 4 Dimensions of Instructional Leadership – Sharon Buddin
       • Vision, mission, and culture building: School leaders create a reflective, equity-driven, achievement-based-culture of learning focused upon academic success for every student.
       • School leaders should:
          o Embrace a vision and create clear goals focused on student learning.
          o Use data, research-based instructional framework, and data and evidence of student learning to provide feedback to teachers.
          o Allocate resources strategically for improvement of student learning. Resources include: financial, time, facilities, technology, and partnerships. Articulate clear processes and use data for equitable decisions.
          o Strategically recruit and hire staff, employ critical processes, and create supportive working environments.
    b. Critical Questions, foundations to instructional leadership – Mary Chandler
       1. What do leaders notice and wonder about teaching and learning when they are in classrooms observing instruction?
       2. Based upon what they notice and wonder about teaching and learning, what feedback would they provide for the teacher?
       3. How would they use what they noticed and wondered about within and across classrooms to lead, guide, and support the professional learning of their teachers?
    c. Brief review of Five Dimensions of Teaching and Learning – Dale Goff (see 5D Framework document)
       1. Purpose
          o Standards: lesson is based upon standards, meaningful and relevant and linked to other lessons.
          o Learning Target and Teaching Points: learning target is clearly articulated and measureable.
2. Student Engagement
   - Intellectual Work: students take ownership of their learning.
   - Engagement Strategies: build on student academic background, life experiences, and culture.
   - Talk: student talk embodies substantive and intellectual thinking.

3. Curriculum & Pedagogy
   - Curriculum: Materials and tasks are challenging and supportive – aligned with learning target.
   - Teaching Approaches and/or Strategies: decisions are made to support instructional purposes, content knowledge is culturally responsive, and teacher uses different instructional strategies.
   - Scaffolds for Learning: Scaffolds task to support development of concepts and skills to gradually encourage independence.

4. Assessments for Student Learning
   - Assessment: students assess learning and teacher creates multiple assessment opportunities.
   - Adjustments: makes instructional adjustments based upon data.

5. Classroom Environment & Culture
   - Use of Physical Environment: conducive to learning
   - Classroom Routines and Rituals: facilitate student responsibility and independence
   - Classroom Culture: discourse and interactions reflect high expectations and belief that all students can learn

6. Central Office Support Framework – Mary Chandler
   - A Shared Vision of Principals as Instructional Leaders
     - District leaders have a shared agreement on instructional leadership
     - Leadership practice is evidence-based
     - A shared understanding of instructional leadership drives:
       - Day-to-day work
       - The hiring process
       - Evaluation
       - Professional development
     - District management organization and school leaders focus on continuous improvement in their practice.
   - System of support for developing principals as instructional leaders
     - The school system hires instructional leadership directors with proven ability
     - Instructional Leadership Directors:
       - focus on developing principals
       - differentiate support for principal
       - collaborate with other office departments on principal professional development
     - Central office:
       - leaders lead principal networks
       - provides support for Instructional Leadership Directors
       - evaluates Instructional Leadership Directors on principals’ growth and performance
       - leaders are held accountable for growth in principals’ instructional leadership skills
   - Making it possible for principals to be instructional leaders
     - School staffing patterns and principals’ span of control facilitate the principals’ instructional work.
     - The system protects principals’ time
     - Central office functions as a service center for schools
o Central office provides customized support to schools
o Teacher leaders serve as partners with principals

e. **Review of Bill and Melina Gates Article – Kathi Gibson**

- Clarify the principal’s role as an instructional leader by specifying the high-impact practices for which principals will be accountable.
- Develop principals’ instructional leadership practices through job-embedded supports that build expertise.
- Enable principals to succeed as instructional leaders by providing them with sufficient time and strategic supports to perform the job well.

f. **Background work of CEL – Theodore Jackson**

Defining High-Quality Teaching

- Thorough review of the literature in both learning sciences and effective teaching practices
- Mined the instructional expertise from some of the very best teachers and school leaders across the country
- Convened a panel of expert observers of instruction and had them watch many lessons in different subject areas and across many grade levels.
- During sessions, the faculty asked the observers to explain:
  - What they noticed and wondered about as they watched each lesson
  - To share feedback they would provide the teacher
  - How they would support the teacher’s professional learning.

V. **Question and Answer Session – Dr. Stephen Fink**

Elaborate on the central office framework. (Kelly Lunsford-Thomas)

- Reciprocal accountability – cannot be accountable for things you do not know.
- Needs to be a “through-line”: from the classroom to the principal to the central office
- Central office leaders need to know principals, differentiate support, and have the knowledge and skills to support the principal.
- Central office leaders need to understand 5 to 10 high impact principles. What activities should the principal be engaged in daily?
- The central office needs to be structured to support principals to develop and grow.
- Central office leaders need to help make principals role and responsibilities feasible.

How do you include other school initiatives into the 4 Dimensions? (Bob Stevens)

- Things that principals need to do such as school safety may not fit into the 4 dimensions practices.
- 4 dimension focus on high leverage practices to improve teaching and improve quality.
- Multiple initiatives syndrome: some schools add initiative upon initiative. Need to focus and implement initiatives with fidelity. Smart leaders know how to narrow the focus.

What does purposeful planning look like in the classroom? (Mary Chandler)

- Know what good purposeful instruction looks like.
- 2 questions:
  1. What will they know and be able to do?
  2. Is this tied to the standard?
- Is this in the planning or delivery? Can only find this out by talking to the teacher.

What is your advice on finishing the year strong? (Kathi Gibson)

- Are your kids achieving to the maximum potential?
- Have you eliminated all achievement gaps?
- Sense of urgency if 100% of kids are not meeting potential.
- Give the best we can give them!
- For students of poverty and that are behind, the “drill and kill” method of teaching skills does not work. This is not how learning happens!
- Students need to be engaged. Students need to be participating in rigorous highly demanding tasks.
  Need to be looking at who is doing the work; the work needs to be done by the student. Students need to be able to talk.
Comment on purposeful planning. (Brigman)

- For purposeful planning to occur, need to determine how learning not only references to prior knowledge, but to future learning which will transition learning from year to year.

Advice to Mentors

- Working closely with the school district is crucial. Build relationships with Superintendents. Serve the district.

VI. Adjourn