



# Educational Leadership Team Meeting

Thursday, January 24, 2008 Minutes

1 **Attendance:** Mike Deweese, Deb Robbins, Grant Geisler, Kathy Finck, Linda Keating, Laurie Singer,  
2 Erin Maguire, Dan Ryan, Mary Hughes, Paul O'Brian, David Wells, Robert Reardon, Tom Bochanski

3  
4 **Others Present:** Jane Goodman

5  
6 Mike called the meeting to order at 7:35 a.m.

## 7 **News and Announcements**

- 8
- 9 • Mike reminded the group of the Feb. 20 deadline for submissions to the Annual Reports.
  - 10 • The regional school calendar has been adopted. However, superintendents may be revisiting the high  
11 school "smart start" day.
  - 12 • Kathy provided an update regarding the statewide calendar. The calendar committee agreed on a  
13 regional calendar with two of three vacations in common across the state. The committee will likely  
14 not recommend a state calendar. It was noted that the 5 ½ hour student day is included in the state  
15 regulation.
  - 16 • Mike asked the team to submit to Cindy their preferred days for the summer leadership institute by  
17 Monday (if they have not yet done so). Linda noted that the Formative Assessment Project will be  
18 held during the week of July 28 and Cognitive Coaching Training will be held on August 11 and  
19 August 12.
- 20

## 21 **Team Work**

- 22 • CCSU Mentoring Program (with Jane Goodman presenting)

23 Jane Goodman was present to discuss the future of the mentoring program in CCSU. She provided the  
24 team with a tentative timeline that the mentoring program will be reviewed to see if any changes are  
25 necessary. What is the best, most economical way to administer the most effective model of mentoring to  
26 new teachers (realizing not all teachers are new to the profession and a differential model may need to be  
27 created)?

28  
29 Jane reviewed the action steps and timeline for the mentoring program review. She provided a question  
30 set for ELT members to consider about the current mentoring program. This program currently has one  
31 mentor for each new teacher, a mentor coordinator (one at EHS and one for the EJ school district), and  
32 mentor meetings coincide with committee meetings.

33  
34 The team then discussed what the critical professional elements are of the mentor program. Do these  
35 elements include technology? Are they school specific? Is a buddy system critical? What does the  
36 curriculum look like?

37  
38 Team members then provided Jane with feedback about the mentoring program. They discussed the  
39 current status, curriculum, and topics to be incorporated into the program. Jane noted that the mentoring  
40 team will interview mentors and mentees as part of the mentor program evaluation.

- 41  
42 • Parent/Student Handbook

43 Kathy will bring feedback from the summer institute to the team for consideration. She noted topics that  
44 will be addressed within the Handbook Committee include the dress code, flier distribution/posting,

45 student visitors, and weapons. The team briefly discussed the need to distinguish between a school rule  
46 and a policy.

- 47
- 48 • January 21 In-Service Report Out
  - 49 - EHS: The school made up for department/committee meeting time and had inter-disciplinary  
50 conversations regarding homerooms and seminars.
  - 51 - Summit: Each grade level had a schedule to review data, small reading groups focus on math/writing,  
52 and staff worked with a reading coach.
  - 53 - Fleming: Staff collaboratively planned/led activities focusing on literacy, technology training, and EST  
54 processes/plans.
  - 55 - Nurses: This group completed training, discussed nut free/food safe protocol, and discussed letters  
56 regarding student body mass index.
  - 57 - K-5 Counselors: Worked on power standards.
  - 58 - Special educators: Discussed social curriculum for students with autism.
  - 59 - ADL: Held their second discussion on “Understanding by Design,” worked with a middle school  
60 consultant, and reviewed best practices for middle school.
  - 61 - WES: Discussed the Pyramid of Intervention model and the role of improving writing instruction.
  - 62 - Hiawatha: Discussed EST/RTI model, worked as grade-level teams, worked on data analysis, and had a  
63 presentation on the balanced literacy word study pilot program.

- 64
- 65 • Early Release – February 18
- 66 The purpose of the February 18 early release date was to provide time for staff to review NECAP data.  
67 However, not all the data will be received by this date. High school NECAP results are scheduled to be  
68 released mid-March and K-8 data will be released in early February.

69

70 The group discussed the possibility of changing the early release day to a full student day as there would  
71 not be a common day across the SU to review NECAP data. There was a suggestion to not schedule  
72 another early day and, instead, find time to analyze the NECAP data within the current schedule and to  
73 use a make-up snow day as in-service day.

74

75 *The group decided to not have early release day on February 18 and, instead, manage the NECAP data*  
76 *within the current school schedules once the data is released.*

77

78 A notice will be sent to families and staff regarding the change in the school year calendar.

- 79
- 80 • Future Framing Tool
- 81 Deb checked with principals to make sure they were able to properly access the Future Framing Tool.  
82 She is still looking for feedback from the team regarding the use of this tool. The SU Governance Team  
83 will validate the administrative use of the Future Framing Tool at their meeting on January 28.

## 84

### 85 **Technology**

- 86 • Podcasting and other Social Technologies
- 87 David Wells presented on the topic of Podcasting and Social Technologies. He provided an overview of  
88 concept of “Web 2.0” or the “Read/Write Web” – the concept of the internet being easily modified by  
89 users (anyone can create content on the web). Some examples of this include: the ability to add  
90 “comments” to an article on the *Burlington Free Press*’ web-site and the ability for people to “blog” (lead  
91 discussions/add content to the web). The group discussed the role of social technologies and what they  
92 mean for schools.

93

94 After walking the group on how to create a podcast, David demonstrated two popular podcasts. One was  
95 “MuggleCast,” a popular podcast relating to the *Harry Potter* series that was created by a few students  
96 and the other was “Radio Willow Web,” a podcast created by students in a classroom.  
97

98 Podcasts can be downloaded for free from such places as iTunes. This site is easy to use and has a search  
99 feature, enabling the web-user to easily find a specific podcast. Additionally, iTunes is free to download  
100 on any computer. David noted that podcasting is on venue for students to have a voice.  
101

102 The team then discussed the capacity to download podcasts on school computers, as downloads can be a  
103 burden on school servers. How should access to download be managed? Currently, most file downloads  
104 are blocked in CCSU as server capacity is stretched. Grant discussed the IT limitations. He stressed that  
105 schools should be aware of these limitations and they need to work closely with IT in identifying  
106 resources. Linda stressed the importance of using the tech. plan when moving forward with a project and  
107 when obtaining resources.  
108

#### 109 • CCSU Web-Site

110 The CCSU Web Team is currently conducting a web site “audit” to identify: areas within the site that are  
111 very large and may need “section anchors,” areas where training is needed to properly upload content to a  
112 page, areas where there are “dead” links, links to external sites that need disclaimers, and what content  
113 should be centralized within the SU site. Additionally, the team is exploring options to host audio/visual  
114 content on an external server in an effort to free up CCSU server space.  
115

#### 116 **Federal Monitoring**

117 Linda noted that CCSU is in full compliance with federal law regarding funds. She recently sent several  
118 links to the team to various policies regarding communication of projects/initiatives done with parents  
119 that are connected with federal funds. Examples include: a presentation to the school board by David  
120 Davidson, a prevention/wellness presentation to the PTO by Gabrielle Smith, etc. She asked principals to  
121 keep artifacts of these communications within each school building.  
122

#### 123 **Consent Agenda**

124 The Consent Agenda consisted of minutes from the January 10, 2008 meeting.  
125

126 *Laurie Singer moved and Rob Reardon seconded the motion to approve the minutes of the Jan. 10*  
127 *meeting. The motion passed unanimously.*  
128

129 The meeting adjourned at 10:20 a.m.  
130

#### 131 **Future Agenda Items**

- 132 • School calendar
- 133 • Summer leadership dates
- 134 • Parent/student handbook
- 135 • Food safety environments
- 136 • Future Framing
- 137 • Technology survey results
- 138 • CCSU web-site
- 139 • NECAP data
- 140 • Hiring protocols
- 141 • School nurse substitutes
- 142 • Student records  
143

144 **Outstanding Tasks**

- 145 • If you haven't yet done so, e-mail me your preferred days for the summer leadership institute by  
146 Monday
- 147 • Send topics to address in the parent/student handbook to Kathy
- 148 • Send your Jan. 21 in-service agenda to Linda
- 149 • Send feedback regarding the Future Framing Tool to Deb
- 150 • Deb will highlight areas for the team to focus on within the Future Framing Tool for the next ELT  
151 meeting
- 152 • Linda will send the team a memo regarding federal funding
- 153 • Mike will craft a communication regarding the Feb. 18 early release day change
- 154 • Reminder: Please review the importance of the use of \*57 during an emergency situation with your  
155 school assistant and staff.