



Educational Leadership Team Meeting

Thursday, October 25, 2007 Minutes

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

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4 Judy called the meeting to order at 7:35 a.m.

6 **News and Announcements**

7 Judy reminded principals to review their S&E rosters and notify her of any changes. She also asked principals
8 to provide Cindy with topics to be discussed in future issues of "A Closer Look"

10 **Team Work**

11 • Early Release Days – Meals

12 The team discussed the early release meal schedules. Mary shared concerns regarding the students not having
13 enough time to eat. As pizza will be served on early release days, more students are likely to buy lunch,
14 causing longer lines.

15 • Early Release Days – Data Collection

16 Judy asked if it is important to learn how many children had a parent/guardian attend conferences. Last year,
17 Mike Meier created class lists for teachers to use and submit to school assistants, who then collected data
18 about parent/teacher conference attendance. The format for data submission last year was confusing, making
19 it difficult to understand the data. Linda suggested each school take responsibility for collecting data (as
20 opposed to last year where data was compiled at the Central Office).

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22 Are there children at additional risk through lack of parent/guardian participation in conferences? A key
23 point is identifying students who are at greater risks. SASI may be a helpful tool in tracking students who
24 may need additional help. Judy asked principals to submit the names of students who did not have a
25 parent/guardian attend conferences to her by November 30.

26 • Early Release Days – Professional Development

27 Erin and Linda are putting together training opportunities for faculty members. They will provide a draft
28 professional development schedule. The team discussed the best format to schedule professional
29 development opportunities. Principals noted that there may be a small amount of exemptions (some staff
30 members may need to have a flexible schedule). Erin and Linda asked principals to provide feedback to them
31 about the professional development topics.

32 • Future Framing Tool for Budget Planning

33 The team revisited the Future Framing Tool. Deb has modified this tool and put it in an Excel format so the
34 data can easily be filtered. The Future Framing team is considering redefining the definition of "desirable" to
35 incorporate highlight a framework for 21st- century learning. They are also considering adding the term
36 "Currently Supported Practice (CSP)" as a new definition.

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38 The team discussed what type of environment will take CCSU into the 21st-century – what kinds of
39 technology are needed? They also discussed what the review cycle of the tool looks like. Deb noted that only
40 the academic portion of the tool was approved by the CCSU board last year. Though this was originally a
41 board tool, the Future Framing group is looking to shift it for administrative use. It is used to help answer
42 the question: "what does quality education look like?"

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44 The team discussed the phrase "21st-century learning." The board is waiting to see how this tool will be
45 realized and implemented. The team also discussed the best method to engage the community with this tool.
46 The team considered if this is an explanatory tool or an exploratory tool.

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Student Achievement Discussion

- Power Standards

Principals noted that there are more conversations occurring this year in schools than any other year about power standards. Linda noted that the power standards serve as a beacon – synthesizing best practices within the curriculum. Currently, the power standards are in the process of being redesigned so they can be tracked in a preK-12/tech. continuum. Linda discussed the process of developing the power standards. They will be made available on-line for teachers to access.

Linda highlighted the flow of curriculum:

- Stage 1: Desired results (made up of essential, important, and desirable)
- Stage 2: Evidence of learning (summative – local design)
- Stage 3: Learning Plan (formative assessment)

The team discussed the concept of universal design. There was also a discussion about the use of the RTI model with power standards.

- Formative Assessment

Linda presented to the team on the topic of formative assessment. She discussed: what formative assessment is, formative vs. summative assessment, elements of feedback, attributes of assessment for learning, questioning as formative assessment, focused feedback, the role of peer and self-assessment, and the formative use of summative test information.

The team then discussed the role of progress reports in schools, along with what the role of parents and students are, and the definition of failure.

- 2007 GMRT National Percentile Ranking by School

Linda provided the GMRT results by grade. These results are also available on-line. This is the fourth year of participating in the GMRT. The team reviewed and discussed these results.

Judy provided the team with copies of a DVD featuring Daniel Pink.

Consent Agenda

The Consent Agenda consisted of October 11, 2007 ELT meeting minutes.

Kathy moved and Rob seconded the motion to approve the minutes of the October 11, 2007 ELT meeting. The motion passed unanimously.

The team adjourned at 10:20 a.m.

Future Agenda Items

- Wireless Training (November 29)
- Unified Union Outcome
- Budgets
- Statewide Calendar
- China Trip (Kathy Finck)

Outstanding Tasks

- Notify Judy about what data reports are needed for early release
- Provide Judy with early release day conference data by November 30
- Provide Cindy with topics for “A Closer Look”