



Educational Leadership Team Meeting

Summer Institute: August 16-18, 2011

1 **Tuesday, August 16, 2011**

2
3 **Attendance:** Mike Deweese, Tom Faris, Laurie Singer, Vince Gonillo, Judy DeNova, Amy Cole, Bob
4 Travers, Grant Geisler, Carolyn Dickinson, Barbara Hyland, Dan Ryan, Deb Robbins, Paul O'Brian, Jamie
5 Paterson, Kevin Barber, Rob Reardon, Erin Maguire, Tom Bochanski, Mary Hughes, David Wells, Lauren
6 Kirby-Couillard (12:30), Tom Faris (12:30)

7
8 **Welcome and Introductions**

9 Everyone introduced themselves and provided updates about upcoming changes/initiatives for the
10 school year. The team reviewed the agenda for the day.

11
12 **Mission/Vision Discussion**

13 The team discussed the origins of the current CCSU vision/mission. It was created as a leadership vision
14 several years ago. There was a question regarding whether or not the current mission/vision was still
15 accurate and whether or not they could be the organizational mission/vision.

16
17 Discussion regarding the current vision: *Chittenden Central Supervisory Union, a student-centered*
18 *learning community, will maximize available resources through unified, collaborative leadership to be*
19 *consistently recognized as exemplary, as measured by continuous improvement in the areas of*
20 *achievement, safe and respectful learning environments, and the promotion of equity for all.*

21
22 Vision represents the overall direction and mission embodies a tagline of the actual work.

23
24 The team referenced Harvey Scribner's "[Vermont Design for Education](#)."

25
26 Should external stakeholders be included in creating a new vision/mission, the school boards would be
27 involved in this type of engagement. A leadership frame will also be developed by the ELT. How are
28 teachers and citizens included?

29
30 The team broke into four groups to answer the following questions: What is the purpose of ELT? What
31 is the work of the group?

32 Results from group work:

33
34 **What is the purpose of ELT?**

35 *Draft Purpose Statements*

36 Draft 1: In service to and support of leaders to best serve and support learners in each school learning
37 community

38 Draft 2: In collaboration with, and support of, leaders to best serve and support learners in each learning
39 community.

40

41 Draft 3: Connecting leaders to serve and support learners in each learning community.

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43 Draft 4: ELT is a responsive, collaborative leadership team that supports, guides, and educates each
44 other to serve and support learners in each learning community.

45

46 *Group Report Out About the Purpose of ELT*

- 47 ● Group 1: students are assured a thoughtful connected progression of knowledge and skills as
48 they move through schools in the organization. Our goal is to prepare students for and ignite a
49 desire for learning within and beyond our organization's bounds.
 - 50 ○ Sharing practices using developmental levels with other district leaders.
 - 51 ○ Family connection
 - 52 ○ Communication
 - 53 ○ Sharing best practices/resources/site visits w/in the SU
 - 54 ○ Calibrating teacher evaluation
- 55 ● Group 2: capacity building; collaborative leadership; ensure the delivery of real/perceived
56 board/community vision; creating a continuous and connected experience for students within
57 the disconnected nature of the VT governance structure; knowing each other to avoid
58 reinventing the wheel; design a system that is user friendly to the collective whole; calibration of
59 systems to norm processes and gain efficiencies; celebrate, recognize and capitalize on the
60 individuality of schools and leaders; challenge each other to learn and grow; support each other
61 in our work; opportunity for reflection and connection
- 62 ● Group 3: for school leaders to meet, communicate, collaborate in their work to support their
63 learners
- 64 ● Group 4: to support, guide and educate each other so we're all on the same path/direction

65

66 What is the work of the group?

- 67 ● Group 1: CPCI areas
- 68 ● Group 2: Three areas for ELT to focus on
 - 69 ○ Topics: informing/norming best practice, budget, S&E, new mandates, 21st cent. Learning,
70 calendar, training, PD, Aesop, new mandates, assessment info., school updates, policy
71 updates, personnel matters, operations, problem-solving –professional sharing on
72 concerns, review of existing programs/processes, vetting
 - 73 ○ Norms: setting roles/facilitator/recorder; agenda-committee, membership, how is agenda
74 built, what form is most appropriate for topic, correcting-course on off-agenda
75 discussions, how do we engage with this topic
 - 76 ○ Specific topics for the year: iPad, common core, Aesop, case studies on student matters,
77 PowerSchool
- 78
- 79 ● Group 3: Three areas to focus on:
 - 80 ○ Student achievement:
 - 81 □ What would organizational goals for student achievement be within a twenty first
82 century learning framework? For example, what percentage of EHS students
83 graduate with a minimum of successful completion of Algebra II coursework?
84 Then, using a backward design approach, how can instructional planning be
85 managed at the ELT level.
 - 86 □ Training for ELT members to access/navigate student performance; and
87 opportunities for data analyses to be provided to the ELT.
 - 88 ○ Safe, Healthy Learning Environment

- 89 □ How could the ELT support the design of conflict resolution learning from preK-
90 adult education that would utilize platforms/programming in place at the
91 middle/secondary level?
92 ○ Equity
93 □ What steps can the ELT take to support better understanding of students living in
94 poverty; and how that understanding translates to better performance for all
95 students.
96 ○ Could also add Curriculum, Instruction and Assessment
97 ○ To clarify our purpose we propose using the aforementioned categories for the bases of
98 our CPCI and our respective school action plans.

99 ● Group 4 topics:

100 Future planning, CPCI, 21st century learning, data review, communication, norming, shared learning,
101 calibration, decision-making, not content-delivery, case studies, team building

102
103 They will also answer two additional questions at an upcoming meeting: What are the norms of ELT?
104 How will decisions be made?

105

106 **Supervision and Evaluation**

107 The team broke into four groups to discuss the following questions:

- 108 ● What's working? What's not?
109 ● How is it moving learning forward? What is moving us forward as an organization?
110 ● How do we supervise, evaluate and lead as a 21st century learning environment?
111 ● Are there pieces from other models we want to look at?

112
113 Future discussions will be regarding clerical staff evaluation, para-educator evaluation and evaluations
114 for library assistants.

115

116 Additionally, there is a need to continue discussing 21st century skills.

117

118 **Wrap up**

119 Amy provided a preview of the August 17 agenda related to the Common Core.

120

121 The group moved away from any revision to the vision and will rather hone in on the group's purpose.

122

123 **Outstanding Work**

124 Revisit ELT mission/vision and school mission statements

125 ELT meeting topics

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127

128 **August 17, 2011**

129

130 **Attendance:** Judy DeNova, Mike Deweese, David Wells, Mary Hughes, Kevin Barber, Deb Robbins, Erin
131 Maguire, Grant Geisler, Carolyn Dickinson, Bob Travers, Dan Ryan, Jamie Paterson, Vince Gonillo, Amy
132 Cole, Tom Faris, Laurie Singer, Rob Reardon, Louise Strong, Lauren Kirby-Couillard, Paul O’Brian, Barbara
133 Hylind, Tom Bochanski

134

135 **Check-in**

136 The team reviewed learning opportunities. Erin asked for the team to talk about the assessment waiver
137 later.

138

139 **Common Core & SBAC**

140 The outcome of this portion of the meeting is to increase familiarity with Common Core Standards and
141 implications and share regional plan for Common Core supports.

142

143 Amy provided a quick overview of Common Core and SBAC are. First SBAC administration is in the
144 Spring of 2015.

145

146 The team broke into small groups

147

148 Some links for reference:

149

- [Common Core Standards](#) (ELA & Math)
- [Smarter Balanced Assessment Consortium](#) (SBAC)
- [Conceptual Framework for the new Science Education Standards](#)

152

153 Reactions to the Common Core:

154

- Common Core seem to be very well organized.
- Great opportunity to again have standards be the driving force and not the tools.
- The team felt generally positive about the Common Core as a whole
- It will cause us to examine Everyday Math
- CCSU seems well poised to handle Common Core
- All students will be able to access the Common Core
- Brings to light the need to have Essex Town be more of a presence at curriculum meetings

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162 The team reviewed the current curriculum team memberships. CTE needs to be a part of the discussion
163 - it’s just a matter of what group they sit on. There was a discussion about how information should be
164 disseminated after curriculum team meetings are held.

165

166 Thoughts about Vermont accountability systems:

167

- CTE is being penalized for students not meeting proficiency, but the school doesn’t have access to NECAP math and reading scores. How will common core assessments affect technical centers?
- Erin suggested VT look at an algorithm to look at the achievement gap to look at the proportional growth of the student compared to the gap. This will help them reach at graduation and not expect three years’ worth of growth in a school year look at a compilation of growth over several years.
- Is proficiency part of accountability? Is it gain?

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- 175 • Can student achievement be traced through their educational history?
- 176 • General consensus that the accountability issue affects students in disaggregated groups - should
- 177 all students be disaggregated? What happens to students who no longer qualify for special
- 178 education - should they be put in their own groups?
- 179 • Is computer assisted testing going to test a student out of grade level to give indication of how
- 180 they fall in the preK-12 continuum.
- 181 • Should the rules be sensitive to rural schools? What about those who don't have 40 or more
- 182 students?
- 183 • How do we help students not motivated to take standardized exams?

184

185 **21st Century Skills**

186 The team reviewed a 21st Century Skills Crosswalk recently sent to a statewide working committee
187 addressing these skills. This document takes the word of a regional lab, ISTE, 21st Century Skills
188 Partnership, and the Consensus Alignment Sixt Among Equals and does a crosswalk between all these
189 documents throughout several domains. This document can be found at
190 <https://ct21stcenturyskills.wikispaces.com/file/view/21crosswalk.pdf>.

191

192 The team broke into small groups to discuss 21st century learning. They then discussed the 21st century
193 aspects of the common core. There was a discussion about the use of technology in schools and how
194 devices are being used in schools.

195

196 It's important to communicate with families about what 21st century learning and skills look like - and
197 how this phrase is not just about gadgets. What is considered 21st century learning?

198

199 The team will develop a common definition of what 21st century skills and learning means. What is a
200 21st century classroom? How are digital tools used? How/when will be using to one-to-one computing
201 (what does the planning look like)?

202

203 There was a discussion about the need to be better communicators, including to those external
204 constituents who don't have students in our schools. The team discussed the use of digital and social
205 media tools.

206

207 **Technology Tools**

208 Laurie shared an app called "leaders tool." A tool like this could be used for evaluation . There is also an
209 app specifically for walk-throughs. How does the current focused-walk tool fit in?

210

211 **Restraint and Seclusion**

212 Erin led a review of the new restraint and seclusion practices. There is increased accountability on these
213 practices. A group of Special Education Directors met together to create a form that will allow us to be
214 in compliance with the new rules. Reasons for restraint include harm to self or other, destruction of
215 property (not as strong a reason). New level of reporting will be required regardless of program (in
216 school, Baird, inclusion programs, etc.). To date, restraint has been an educational function (coaches
217 and security personnel are not trained). Crisis teams are receiving re-certification training for training.
218 An idea is to train a larger number of people on de-escalating skills.

219

220 A quick overview about the new rules will be posted online for families and staff to access. The new
221 form will become part of the student's file. The blank form will be posted online for access.

222
223 **Convocation**
224 Start in the auditorium and move into the cafeteria. Mike and Judy will keep the message brief, honor
225 the outstanding teachers, and (by 9:00) invite teachers to the cafeteria for breakfast.
226
227 **Outstanding Tasks**
228 Connect with Amy about who will be on the vertical teams
229

230 **August 18, 2011**

231
232 **Attendance:** Louise Strong, Judy DeNova, Rob Reardon, David Wells, Mary Hughes, Mike Deweese, Kevin
233 Barber, Deb Robbins, Paul O'Brian, Caroylin Dickinson, Tom Faris, Grant Geisler, Jamie Paterson, Vince
234 Gonillo, Bob Travers, Dan Ryan, Tom Bochanski

235
236 **Mandatory Training**

237 Deb reviewed the definitions of harassment and bullying. The law also clarifies bullying and harassment
238 done by electronic means. The team reviewed the new Act I mandatory training. All employees and
239 volunteers are required to view this training. In addition, parents/families are encouraged to participate
240 in the training. There was a discussion about whether or not substitute teachers should be required to
241 do the mandatory training. Idea to have a community forum (K-5) to raise awareness. The team also
242 reviewed staff code of conducts and the policy related to staff-student relationships.

243
244 **Volunteer Database**

245 Deb reviewed updates to the Volunteer Dattabase recently made. Access to the database can be found
246 at: <http://ccsu73.ccsuvt.org/users/login>. She discussed how to enter volunteer information, the
247 background check approval process, and using the volunteer list.

248
249
250 **AESOP**

251 Deb provided an overview of common questions and answers related to Aesop. A Q&A available at:
252 <http://www.ccsuvt.org/ccsu/wp-content/uploads/2009/08/aesop-qa-employees2.pdf>.

253
254
255 **Web Updates**

256 The team reviewed new features of the web. These include:

- 257 • enhanced photo gallery
- 258 • e-newsletter feature
- 259 • new assignments page
- 260 • staff/faculty directory
- 261 • athletics pages

262
263 There was a discussion about what the expectation of posting homework and assignments are.

264
265 CTE will update grades weekly and will post assignments at least quarterly. All EHS teachers will be
266 required to post assignments. All Westford teachers are expected to post assignments, while all ADL
267 teachers are encouraged to post homework.

268
269 **Communications**

270 New reporters for the *Essex Reporter*:

- 271 • Elsie Lynn will be focusing on preK-8 schools
- 272 • Matt DiVenere will be focusing on the U46 district

273
274 Some tools accessible for communications:

- 275 • PowerSchool
- 276 • mobile devices

- 277 • web-site
- 278 • weekly memo
- 279 • school newsletter
- 280 • print media
- 281 • digital media

282

283 **Purpose Statement**

284 The team voted by consensus on the following purpose statement: *ELT is a responsive, collaborative*

285 *leadership team that supports and serves learners throughout CCSU learning communities.*

286

287 The team then reviewed the list of tasks to be prioritized:

288

ELL: look at caseload and staffing resources	PD	S&E: time together, collaborative, consistency of practice	Common Core and SBAC: awareness, curriculum development, timeliness	21st century crosswalk
Communication strategies (decision making)	CPCI - revisit structure	S&E pace, evaluate and tighten up, clinical staff		
Community Forum (Act 1)	Data analysis and achievement	S&E walk-through and tools: -determine next steps -select tools		
New ongoing technologies	ParentPortal - implementation, review	S&E long-term and do we evaluate the whole thing?		
1:1 laptop initiative (budgeting)	Aesop			
Not right now: -S&E long-term and do we evaluate the whole thing? -EDM: look at math program				
Removed: -Mission/vision development for CCSU				

289

290 ELT membership should be dependent on the agenda item. The September 21 ELT meeting will be to

291 focus on the CPCI.

292
293 **ELT Task Teams:**
294 Is there an ELT sub-committee who could help calibrate SMART goals? A VoiceThread could be used to
295 accomplish this goal.
296
297 S&E Task Team: Tom will coordinate this task team to look at the S&E benchmark process. Lauren will
298 also sit on this committee. It was suggested that Ellen Emery may be a good resource.
299
300 Act I Community Forum: Mary Hughes will facilitate this committee. It may also include school
301 counselors and Gabrielle Smith. Deb will serve as a resource.
302
303 21st Century Skills: David and Vince will lead this task team. David will send out an invitation to join the
304 committee. They will research 1:1 computing. This team may also include Dan and Amy.
305
306 Communications: Cindy will create a series of communications workshops for the team.
307
308 PowerSchool: Carolyn and Bob will serve as resources for this topic.
309
310 Clerical S&E development. Deb will lead this committee. Barbara will also serve on this committee.
311 Eventually, a representative from each level may be needed.
312
313 **For the September, 2011 ELT Meeting:**
314 • Revisit the CPCI
315 • Report on our 21st Common Core
316 • Create team norms and how task teams will work
317 • Updates on school openings