

Governance Restructuring Subcommittee
Brainstorm and Discussion
December 5th, 2008

In attendance: Tracy Welch, Kevin Erlinger, Jan Hari, Ericka Uskali, Angie Schoonover, Nancy Clinton, and Kathy Barbour

Essential Questions

- What will be the framework for decision-making at UMS?
- How will we make decisions using data?

Brainstorm and Discussion (Unedited Notes)

Small and big about decision-making

Mission or vision

Data—using data

TL confidence level is low—fluctuations

Not trusting data

Looking data as a part of the bigger picture

How seriously are the kids taking it based on how teachers the teachers are presenting it

TL math two-step problems (8th grade not enough when compared to ISAT)

Curriculum—correlate with standards (Connected Math)

Kids are used to TL testing now—not a big deal

Role of leadership in influencing data analysis

What is the role of data?

Role of surveys

All involved in School Improvement Plan (important document)

Responsibilities and committees

Concerns about bringing ideas and problems to a school-wide group

Not willing to share with a bigger group

Building Council used to be elected

More teachers being empowered would improve the climate

New teachers (all teachers) constantly concerned about getting in trouble

Committees based on teachers' passions (which can include equity, climate, etc)

Sharing and show and tell about best practices

Professional discussions and professional trust (professional development)

How to use Monday meetings and Wednesday early release dates

How to use time: professional discussions about best practices and looking at data

Team's sheet for each student—with all data and parent contacts

Teachers still learning how to look at data and need support

TL weaknesses about data analysis

Parents' awareness of data—how to explain and advertise the data

Don't want to have too many committees or burn everyone out

Need goals for meetings

Communication from department heads and facilitators

Each committee has goals that support the larger vision

Professional Learning Communities this past summer in a group

Everybody needs to have a say
 PLC books for all governance committee members
 Making sure that we have inspirational and motivational professional discussions
 Discussions informed by data
 PLC—move everybody at once (core beliefs and moving in the same direction)
 Structure and timing of PLCs (staying true to the purpose)
 Teachers who really don't think that our kids can do it
 With PLCs teachers have to view themselves as professionals who are willing to learn and grow
 Collaboration and cooperation
 Buy-in is importance; purpose will make meetings bearable
 UMS as a unique building
 PTSA and communication about our supports for students
 Electives and academic achievement—supports for students take
 SIP in everyone's hands
 Each department needs to have their goals tied to the vision
 At the beginning (September) every meeting will be devoted to norms, mission, and PLC intro
 Discussion about students' responsibility for improvement
 Supports for new teachers
 Are we living above the line or below the line?
 How do we motivate teachers who do not want to change or participate?
 Motivate nay-sayers by providing proof and longevity—PLCs work and it won't go away
 At the beginning of the year, who will facilitate the PLC introduction?
 Ericka could meet with teams and start some of the PLC discussions this year
 Professional trust built this year
 Ericka will spend time with UMS teams this year
 You need time to let people change and adjust
 Possible book study—on-line (Moodle or blog) or in person this summer
 How do will roll out the PLC model?
 IPI data collection—teachers really interested to know
 Peer observation protocols
 How can teachers be more excited about being in each other's classes?
 20 min (half class) observations
 Having Jacinda scheduling teacher observations for veteran teachers—maybe half periods
 Building Council/ SIP Team—takes recommendations from task forces
 Do recommendations fit with SIPs and missions? (role for decision-making SIP Team)
 SIP team would propose task forces and take recommendations about task forces
 Drawing newer teachers in with task forces
 SIP Team would continually look at the SIP and assess how the SIP programs are working
 Data form that Kathy Cearlock developed... teams can use it to talk about data and trends
 Departments would turn in data and plans based on data to SIP
 Social studies looking at reading scores
 Data Wednesdays for teams to look at students' TL scores
 Data:

- Quarter assessment data
- Think Link scores
- Skyward homework averages

- Student surveys (climate, instructional challenges, concerns)
- Discipline data

Quarter assessment data not standardized

Task forces will:

- Make recommendations to the SIP Team for changes to the SIP
- Decide what data is important to share with the faculty for discussion

Find a way to give kids their TL results and discuss it with them

Parental involvement on SIP and/or task forces

What supports will we need from ROE and CO to implement these changes?

Where do literacy and math coaches fit into the process?

How do community members factor into this proposal (including Rev Doc Underwood)?

Governance will be more than one person

Plans

Two upcoming meetings will be focused on two big ideas from our discussion:

- December 11th (1:30-3:30) meeting will look at the restructuring of the building's decision-making structure:
 - School Improvement Team that decides on implementation of recommended changes to the SIP
 - Task forces that work over a limited time frame to research, discuss, and make recommendations about building-level issues
 - Role of teams and departments in decision-making
 - SIP in the hands of all teachers and used as a living document with the School Improvement Team as caretakers
 - Resources requested from ROE, Central Office, and the Board of Education (financial resources) to support new structure
- December 15th (1:30-3:30) meeting will look at the restructuring of the building's decision-making culture and model:
 - Professional Learning Communities as a way to have all teachers and administrators on the same page, using a common language, and working in pursuit of a common vision
 - All groups/meetings with goals that link to the mission of the whole school
 - Plans for implementing this change—team meetings with Ericka this year, book discussions, summer staff development, available book copies (which book?)
 - Resources requested from ROE, Central Office, and the Board of Education (financial resources) to support new PLC