

East Cleveland City Schools DLT Agenda and Minutes

Date: 11/11/13

Time of Meeting: 12:00 Noon – 3:00

Location: Board Office

Facilitator: Candi Hazelwood & Cathy LaForme Timekeeper: _Charles McCants

Process Observer: Recorder: Hazelwood

Members Present: : A Fitzgerald, B Lyons, C Godbold, C Bean Jones, C Cash ,D VanLeer D Rollins, D Hunsbarger, D Bunkley, G Roberts, H Watson, I Cooper, K Trammell, M Conkey, M Corley, P Prince, P Elder, T Powell, C Hazelwood, C LaForme, M MacLearie, D Mathews, C McCants

District Goal: All students in East Cleveland City Schools will show improved achievement outcomes through the delivery of timely, rigorous, appropriate instruction that utilizes differentiation strategies daily in Reading, Mathematics and Science.

District Strategies: 1. Teachers will meet regularly in teacher based teams that use common assessments to analyze student data, collaboratively design and implement instruction and intervention using differentiated strategies. 2. Faculty and staff will implement research based, district designated instructional and intervention strategies.

Agenda Items:

1. Welcome/Introductions (3 minutes)
2. Review meeting norms (2 minutes)
3. Review assigned roles (2 minutes)
4. 5-Step Process addressing data source (60 minutes)
5. Develop a Communication Plan (10 minutes)
6. Develop a Preliminary Agenda for the next meeting (10 minutes)
7. Evaluate the meeting (5 minutes)

Step 1: Collect and Chart Data (5 – 10 minutes)

Brief description of data: (attach as necessary)

1. Instructional Focus – Model Lesson by Andrew Pinney on good teaching; A reading was used from the book Focus by Mike Schmoker. Andrew modeled good teaching practices first. Reading and small groups discussed
2. BLT Practice at the DLT meeting. We are going to practice being a BLT so that BLTs will better understand what support is needed for TBTs and then what the DLT can do to support the BLTs
 - a. TBT rubric – Team Assessment – Summarize your building results. Each building report out one strength, one weakness and one next step.
 - b. TBT Minutes – Each building is to bring one week's TBT minutes and one additional copy.
 - i. Small groups assigned
 - ii. Use Feedback form and TBT minutes – model example first
 - iii. In pairs review the TBT minutes and provide feedback on one area
 - iv. Summarize strengths and obstacles/weaknesses for small group
 - v. What next steps can be implemented
3. Practice Profiles – team assessment for implementation of DLT - **delayed till December – this will be done first in December**
 - a. Purpose
 - b. Section 1 together
 - c. Small groups for sections 2 – 5
 - d. Chart next steps
 - e. Gallery walk
 - f. Summarize priorities
4. Building Leadership Team Summary

Step 2: Analyze Data (20 minutes)

| Strengths: | Obstacles/weaknesses: |
|--|---|
| <p>2. Summarize small group strengths</p> <ul style="list-style-type: none">• Organization of teams• Steps 1 – 5 are understood and practiced• Identify and practice feedback to TBTs• Small group learning on feedback <p>3. summarize small group strengths</p> <ul style="list-style-type: none">• Delayed this till December <p>Building Leadership Team</p> <ul style="list-style-type: none">• Buildings implementing and clarifying strategies and means of support for buildings to focus in instructions | <p>2. Summarize small group obstacles/weaknesses</p> <ul style="list-style-type: none">• Still learning feedback and building support• Additional clarification needed in TBT cycle <p>3. Summarize small group obstacles/weaknesses</p> <ul style="list-style-type: none">• Delayed <p>Building Leadership Team</p> <ul style="list-style-type: none">• Continue practice, analysis and support needed for BLTs |

Step 3: : Establish Expectations for Improvement/to be Implemented: (20 minutes)

What next steps do we have to take as a DLT to implement effective practices in our buildings? What support will be offered to buildings? How will we support buildings to support all TBTs? When will the support happen? How long will the support last? How will we know that the support has been successful?

2. Summarize small group priorities to determine next steps:
- BLTs will give feedback to their TBTs and determine support to teams based on summary of student performance and TBT minutes.
 - Principals will share what feedback is and plan how it will be used
 - BLTs can use the articles in their buildings at meetings as appropriate

Step 4: Implement: Describe how it will be known that implementation has happened. (10 minutes)

How will we monitor the support to know that it is happening and that it is effective.

Describe what will be implemented:

- At BLT meetings TBT minutes will be reviewed and feedback given
- BLTs will determine what area of overall support is needed for the building and/or individual teams
- At Principal meeting TBT process will be reviewed for clarification

Step 5: Analyze Results Data, Make Decisions Based on Results: Define adult and student data for review at next meeting. (Going to Step one, compare new data each month to the data from the previous month and to projections made for each month.)

2. What will be reviewed at the next meeting: Review feedback and support given to TBTs/ building for the next cycle

Communication Plan– What/How will this be Communicated to Staff (Buildings and Teacher Based Teams), Parents, Students?
What are the main talking points for the DLT to communicate this information to others?

Preliminary Agenda for Next DLT Meeting:

- Practice Profile for DLT
- Summary of Practice Profile for BLT on December 5
- Practice feedback for TBTs
- Summary of BLT Meeting – give feedback

Evaluate This DLT Meeting:

