

East Cleveland City Schools DLT Agenda

Date: October 13, 2014 **Time of Meeting:** 12:00 noon to 3:00 PM **Location:** East Cleveland Board Office

Facilitator: Hazelwood – Schraff **Timekeeper:** Mr. Ellis

Process Observer: Diane Hunsbarger **Recorder:** Hazelwood - Schraff

Members Present: Mrs. Corley, Kevin Harrel, Andratesha Fitzgerald, Paula Elder, Terri Powel, Crystal Cash, Charles McCants, Shawana LaSure, Carol Godbold, Dennis Bunkley, Danielle Butler, Mary Alice Conkley, Stever Ellis, Kim Taylor

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/revise meeting norms (2 minutes)
3. Review assigned roles (2 minutes)
4. 5-Step Process addressing data source

Step 1: Collect and Chart Data

Brief description of data: (attach as necessary)

1. SPDG Grant - Coaching – Stages of Community (10 minutes)

Reflection on the Stages of Community Summary:

- (1) Pseudo-community-polite, nothing gets done, no change occurs, assign roles; accepting of all views
- (2) Chaos- identify problem, conflict occurs but don't stop even when different viewpoints, may revisit different earlier issues
- (3) Trust-Emptiness: willing to give up own personal agenda for betterment of the work/community; "we" as opposed to "I"

Other thoughts: some situations individuals may have less voice due to power structure (ex: teacher and principal at BLT); as a DLT see across several stages (1, 2, and 3)

2. Building reports (1 hour for all steps in building reports)

Principals met in small groups to share feedback on BLT meetings and minutes and then shared. Discussion around the lack of implementation of differentiation from any building.

3. District Plan with goals, strategies and action steps; adult implementation indicators; data calendar (1 hour for all steps) _Did not get to this

- a. Review what action steps have already been completed
- b. What supports and PD still need to be provided
- c. What actions need to be taken and documented for the DLT to complete
- d. Look at data calendar – what adult implementation data and student performance data needs to be reviewed at each DLT – BLT

4. Other To Do's (20 minutes) To be continued

- a. BLT support – Practice profile for BLT completion review December 8
- b. Differentiation common definition and look fors
- c. Calendar of events/reporting

5. Communication, Agenda and Evaluate the Meeting (10 minutes)

Step 2: Analyze Data (20 minutes)

Strengths:	Obstacles:
<u>2. Strengths across buildings:</u> buildings using wide instructional strategies based upon their student	<u>2. Weaknesses across buildings:</u> did not address what was the 'why' behind growth or lack of growth; no

<p>data; preschoolers performance were strong; TBT's were able to identify the factors for growth</p> <p>Expectations, PD provided across district on differentiation</p>	<p>needs prioritized; the I Can statements and rigor of standard; different forms;</p> <ol style="list-style-type: none"> 1. Student performance; 2. Adult implementation: planning concerns- deconstructing standards 3. Monitoring plan <p>Not a clear understanding of differentiation in all buildings and classrooms. Limited follow-up, support and monitoring</p>
---	--

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. Clarified that Differentiation is the overarching framework for instructional improvement (as a district improvement strategy). Small group will meet and develop a common definition of differentiation.

How can the DLT support the BLT: BLT professional development to better understand the TBT process; Learning more instructional strategies; Need professional development to support components of differentiation... planning, instruction, results. Differentiate PD for BLT's. Connection of PD: 5 step process and student results, connection to 5 step process to OTES rubric

Task 1:

- DLT will collect walk thru data to collect evidence on differentiation (baseline)
- Principal will have a conversation to gain an understanding of differentiation during a staff meeting, or during TBT (baseline)
- Bring to next DLT summarized as strengths and weaknesses.

Task 2:

- Principals will also bring BLT minutes that reflect grade level data review based upon the new BLT form shared during the meeting.

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.

Small group will meet to discuss common definition on differentiation

W/T established guidelines will be followed to bring back WT data reflecting differentiation in classrooms

Principals will use staff meetings, TBT meetings or other meetings to discuss differentiation

Step 5: Analyze Results Data, Make Decisions Based on Results: Define adult and student data for review at next meeting. (Going to Step 1, compare new data each month to the data from the previous month and to projections made.

Review common understanding of differentiation

WT data on differentiation

Summary of staff discussion around differentiation

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?

Discussion at staff meetings and/or TBT meetings about differentiation

Preliminary Agenda for Next DLT Meeting:

Review common understanding of differentiation

Analyze WT data and summarized strengths and weaknesses on differentiation

BLT Meeting review

Evaluate This DLT Meeting: Continued discussion; people practiced listening

