

Instructional Leadership Team (ILT) Meetings for Professional Learning

April 23, 2013

Purpose of Instructional Leadership Team Meetings

- * The work of improving the performance of all students can no longer be done by one person at a school, the principal. Attaining high performance is a complex endeavor. Raising the achievement of all while closing the gap requires the collective responsibility of all educators in the school. The principal must create an environment for teachers to help lead the improvement of their practice and to collaborate with one another. Thus, instructional leadership meetings have been expanded to include teacher leaders from schools. This allows for more than one educator to engage in the process of continuous improvement at a school and help others to be engaged too.

Goals for Professional Learning

- Increase expertise of essential 21st Century skills for all students – Common Core State Standards (CCSS)
- Improve the knowledge of effective teaching and learning and best instructional practices across instructional district initiatives
- Increase collaboration skills to develop an effective Single Plan for Student Achievement
- Increase leadership skills to guide school improvement, create conditions for teacher leadership, and support collaboration
- Increase competency to provide feedback about teaching and learning and the evaluation process

Content of ILT Meetings

- Transition to Common Core State Standards (CCSS)
- Effective teaching and learning strategies that increase student engagement and student voice
- Transition to CCSS-based assessment
- Math Initiative – relationship between CCSS and district efforts, assessment, and Webb’s Depth of Knowledge
- IBD Initiative – comprehension strategies
- Forming effective ILT’s at school sites
- Sharing various teacher collaboration structures used
- Assistant Principal Leadership Academy – discipline strategies, difficult conversations

Content of ILT Meetings

(continued)

- Effective SPSA – linking SMARTe goals, ToAs, powerful instructional strategies and Record of Agreements
- Data analysis
- Evaluation of teaching and learning - using descriptive language to provide feedback, difficult conversations, district processes and procedures
- New programs – SuccessMaker, Transitional Kindergarten
- Regular school procedures – master schedule, school performance reporting, and collecting discipline data
- Celebrating accomplishments

Next Steps

1. Common Core State Standards (CCSS) – increase expertise and deepen the understanding of instructional practices that engage students and provide opportunities for student voice
2. Continue to implement district transition to CCSS – build upon strengths of staffs and strengthen skills of collaboration for school-wide implementation
3. Transition to CCSS assessment and examining student work
4. SPSA - develop SMARTe goals that raise the achievement of all and close the gap, strengthen ToAs, identify powerful instructional practices aligned to ToAs, and increase the coherence of Record of Agreements with ToAs

Next Steps

(continued)

5. Deepen expertise of initiatives – integration of strategies into everyday practice, provision of teachers to share expertise of strategies
6. Instructional Rounds – create safe culture to observe and discuss teaching and learning
7. ILT training – develop effective teams to lead transition to CCSS, create cultures that support teacher leadership, and provide opportunities for teacher collaboration focused on student achievement
8. System Transformation Collaborative - working with Michael Fullan
9. Continue to increase expertise on providing feedback on instructional practices, difficult conversations, writing evaluations