

# Integrating with Intention: Standards, Assessments, and Educator Evaluation

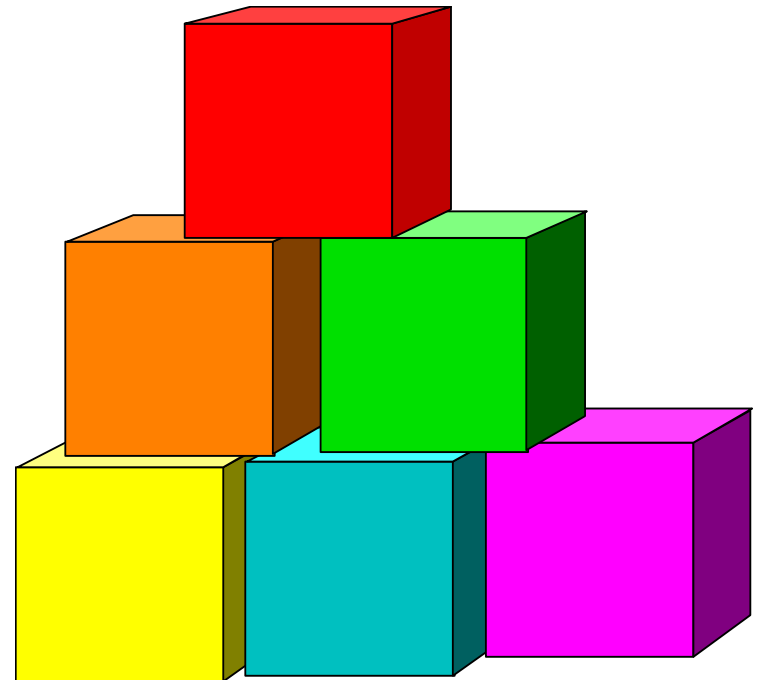
**Alaska School Leadership Institute**

May 28, 2015

Anchorage, Alaska

**Facilitated By**

Al Bertani, Senior Design Consultant; Lexie Domaradzki, Consultant; Jacqueline Edmond-Long, Consultant; and Shelby Skaanes, Consultant





WELCOME BACK TO ASLI 2015

# What We Believe About Learning

Consider this:

*We Learn About...*

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we both SEE & HEAR

70% of what we DISCUSS with others

80% of what we EXPERIENCE personally

95% of what we TEACH to someone else

# SESSION NORMS

1. The **LEARNING** belongs to you, and it rests largely with you.
2. Enter into the discussions **ENTHUSIASTICALLY!!!**
3. Give **FREELY** of your experience, but don't dominate the discussion.
4. **CONFINE** your discussions to the task assigned.
5. Say what you **THINK...** be honest!
6. Only **ONE PERSON** should talk at a time... avoid private conversations while someone else is talking...
7. Listen **ATTENTIVELY** to the presentations and discussions.
8. Be **PROMPT** and **REGULAR** in attendance.
9. Follow the **HAND SIGNAL** from the session leader – Finish the sentence you are speaking not the paragraph you are thinking.
10. Place your cell phone on **SILENT** or **VIBRATE** to limit distractions.

**Plenary  
Theme**

# **Maximizing Team Time And Productivity**

# **EFFECTIVE AND INEFFECTIVE MEETINGS**

---

## **SNL VIDEO CLIP ABOUT MEETINGS**

You Tube

<https://www.youtube.com/watch?v=32WjO7liHpl>

# EFFECTIVE AND INEFFECTIVE MEETINGS

---

1. Divide your table in half for this activity.
2. One group should identify 8 – 10 things that make meetings **ineffective** while the other group identifies 8 – 10 things that make meetings **effective**.
3. Use the materials provided on your table to capture your ideas.

Position your charts next to one another so you can examine the differences between **effective** and **ineffective** meetings.



**What can you do?**

<b>EFFECTIVE MEETINGS</b>	<b>INEFFECTIVE MEETINGS</b>



# EFFECTIVE AND INEFFECTIVE MEETINGS

---

- ✓ Lead
- ✓ Manage
- ✓ Facilitate

# FACILTATING AND MANAGING PRODUCTIVE MEETINGS

---

- Organizing and Preparing for Meetings
- Conducting, Managing, and Facilitating Meetings
- Reaching Closure in an Open-Ended Process
- Providing Meeting Follow-Up

Adapted from The Curriculum Leader; Volume 12; Lumley and Bailey; The Curriculum Leader Institute; 1996

# TIPS FOR PREPARING FOR PRODUCTIVE MEETINGS

---

- ✓ Define Purposes – What are the charges, tasks, goals?
- ✓ Establish Short and Long Range Plans
- ✓ Determine a Timeline for Completing the Work
- ✓ Develop a Schedule – When will the group meet?
- ✓ Consider the stakeholders involvement in meetings
- ✓ Create a comfortable physical atmosphere
- ✓ Design a Written Agenda and a Method for Recording Group Deliberations
- ✓ Provide Information the Group Will Need for Discussions

# TIPS FOR PREPARING FOR PRODUCTIVE MEETINGS

---

- ✓ **Define Purposes – What are the charges, tasks, goals?**
- ✓ Establish Short and Long Range Plans
- ✓ Determine a Timeline for Completing the Work
- ✓ Develop a Schedule – When will the group meet?
- ✓ Consider the stakeholders involvement in meetings
- ✓ Create a comfortable physical atmosphere
- ✓ **Design a Written Agenda and a Method for Recording Group Deliberations**
- ✓ Provide Information the Group Will Need for Discussions

# TIPS FOR CONDUCTING PRODUCTIVE MEETINGS

---

- ✓ Articulate the Purpose(s) and Significance of Meeting
- ✓ Communicate Short Term Goals and Long Range Plans
- ✓ Foster Communication and Interaction through Engaging Activities
- ✓ Manage the Meeting – Manage the Clock
- ✓ Create a Positive Climate for Participation Across Role Boundaries
- ✓ Remain Sensitive to the Dynamics of the Group

Adapted from The Curriculum Leader; Volume 12; Lumley and Bailey; The Curriculum Leader

# TIPS FOR CONDUCTING PRODUCTIVE MEETINGS

---

- ✓ **Articulate the Purpose(s) and Significance of Meeting**
- ✓ Communicate Short Term Goals and Long Range Plans
- ✓ Foster Communication and Interaction through Engaging Activities
- ✓ Manage the Meeting – Manage the Clock
- ✓ **Create a Positive Climate for Participation Across Role Boundaries**
- ✓ Remain Sensitive to the Dynamics of the Group

# TIPS FOR REACHING CLOSURE IN AN OPEN-ENDED PROCESS

---

- ✓ Summarize the Meeting Content and Decisions Made
- ✓ Analyze Group Functioning Against the Norms
- ✓ Confirm Next Meeting Date, Time, and Focus
- ✓ Develop a Tentative Agenda for the Next Meeting – Propose Next Steps
- ✓ Organize for the Next Meeting – Provide Follow-Up Materials as Needed.

Adapted from The Curriculum Leader; Volume 12; Lumley and Bailey; The Curriculum Leader

# TIPS FOR REACHING CLOSURE IN AN OPEN-ENDED PROCESS

---

- ✓ **Summarize the Meeting Content and Decisions Made**
- ✓ Analyze Group Functioning Against the Norms
- ✓ Confirm Next Meeting Date, Time, and Focus
- ✓ Develop a Tentative Agenda for the Next Meeting – Propose Next Steps
- ✓ **Organize for the Next Meeting – Provide Follow-Up Materials as Needed**

Adapted from The Curriculum Leader; Volume 12; Lumley and Bailey; The Curriculum Leader



# TIPS FOR PROVIDING MEETING FOLLOW-UP

---

- ✓ Communicate Outcomes of the Meeting to Members and Appropriate Individuals and Groups
- ✓ Recognize Group Members for Their Contributions
- ✓ Act on Recommendations and Decisions Forged by the Group and Communicate these Outcomes

Adapted from The Curriculum Leader; Volume 12; Lumley and Bailey; The Curriculum Leader

# TIPS FOR PROVIDING MEETING FOLLOW-UP

---

- ✓ Communicate Outcomes of the Meeting to Members and Appropriate Individuals and Groups
- ✓ Recognize Group Members for Their Contributions
- ✓ **Act on Recommendations and Decisions Forged by the Group and Communicate these Outcomes**

Adapted from The Curriculum Leader; Volume 12; Lumley and Bailey; The Curriculum Leader

# Meeting Effectiveness

Please rate the different meetings in your school using the following categories. 4 = High; 1 = Low

Leadership Team Meetings...					Faculty/Staff Meetings...				
1. Clearly defined agenda	4	3	2	1	1. Clearly defined agenda	4	3	2	1
2. Processes for meeting	4	3	2	1	2. Processes for meeting	4	3	2	1
3. Strong facilitation	4	3	2	1	3. Strong facilitation	4	3	2	1
4. Record of deliberations	4	3	2	1	4. Record of deliberations	4	3	2	1
5. Evaluation of meeting	4	3	2	1	5. Evaluation of meeting	4	3	2	1

**SEE PLENARY SESSION HANDOUT PAGE 5**

**SEE PLENARY SESSION HANDOUT PAGES 6 & 7**

# **MEETING BASICS**

**The Learning Principal; NSDC; 2006**

---

## Alternatives to Meetings

Round Robin memos	FYI Copies of Minutes, Letters, or Reports
E-Mail	Information Conversations/ Standing Meetings
One-to-One Conversations	Telephone Calls of Text Messages
Executive Summaries	Bulletin Board Messages
Newsletters/Weekly Bulletins	Brown Bag Lunches

# Meetings about Work - Key Questions

How can we best utilize time, format and content of our meetings to promote purposeful professional conversations that support a personalized school culture, professional learning and a shared model of leadership?

1. How well do we structure all adult meetings around instruction?	
2. How well do we protect time for these meetings to occur regularly?	
3. How well do we help leaders learn how to facilitate these meetings to produce results?	
4. How well do we model good teaching through these meetings?	
5. How well do we make the craft of teaching the subject of these meetings?	

SEE SUPPLEMENTARY SESSION HANDOUT PAGE 8

# **CRITICAL FRIENDS CONVERSATIONS**

- ✓ Each day begins with a critical friends conversation (Rehearse Today and Begin Wednesday Morning)
- ✓ Table groups divide into quartets – mix returning and new
- ✓ Facilitators will help organize and serve as time keepers
- ✓ Use The Consultancy Protocol for conversations
- ✓ Each member will have an opportunity to discuss a specific challenge one day during the week
- ✓ Members serve as Critical Friends for one another

# THE CONSULTANCY PROTOCOL

- |               |   |  |
|---------------|---|--|
| <b>Step 1</b> | <b>Description of Challenge, Problem, Dilemma</b><br><i>(5 minutes)</i> |  |
| <b>Step 2</b> | <b>Clarifying Questions</b><br><i>(3 minutes)</i>                       |  |
| <b>Step 3</b> | <b>Discuss and Recommend</b><br><i>(15 minutes)</i>                     |  |
| <b>Step 4</b> | <b>Presenter Reflection</b><br><i>(5 minutes)</i>                       | <b>SEE PLENARY SESSION<br/>HANDOUT PAGES 1 &amp; 2</b> |

# THE CONSULTANCY PROTOCOL

- Step 1      Description of Challenge (5 minutes)
- Overview of Challenge
  - Frames a Question for the Group to Consider
  - Presents Evidence as Appropriate



# THE CONSULTANCY PROTOCOL

## Step 2

### Clarifying Questions (3 minutes)

- Group Asks Questions for Clarification Purposes
- Questions that Have Brief, Factual Answers
- Presenter Responds with Brief, Factual Answers

# THE CONSULTANCY PROTOCOL

## Step 3

### Discuss and Recommend (15 minutes)

- Group Members Talk to One Another about the Challenge Described
- Potential Questions

*What did we hear?*

*What didn't we hear that we think might be relevant?*

*What assumptions seem to be operating?*

*What questions does the challenge raise for us?*

*What do we think about the challenge?*

*What might we do or try if faced with a similar challenge?*

*What would we recommend?*

- Group Members Make Suggestions serving as Critical Friends
- Presenter Doesn't Speak – Only Listens and Takes Notes

# THE CONSULTANCY PROTOCOL

## Step 4

### Presenter Reflection (5 minutes)

- Challenge Presenter Reflects on What He/She Heard
- Challenge Presenter Shares What He/She Is Now Thinking
- Challenge Presenter Highlights Specific Ideas/ Comments that Resonated

# THE CONSULTANCY PROTOCOL

- |               |   |
|---------------|---|
| <b>Step 1</b> | <b>Description of Challenge, Problem, Dilemma</b><br><i>(3 minutes)</i> |
| <b>Step 2</b> | <b>Clarifying Questions</b><br><i>(2 minutes)</i>                       |
| <b>Step 3</b> | <b>Discuss and Recommend</b><br><i>(10 minutes)</i>                     |
| <b>Step 4</b> | <b>Presenter Reflection</b><br><i>(5 minutes)</i>                       |

# Learning Labs

## Institute Content Themes for ASLI 2015

- ◆ **Lab 1 – Educator Evaluation**  
**Al Bertani**
- ◆ **Lab 2 – Alaska’s ELA Standards and Comprehensive Assessment Systems**  
**Shelby Skaanes**  
**Jacqueline Edmond-Long**
- ◆ **Lab 3 – Alaska’s Mathematics Standards and Comprehensive Assessment Systems**  
**Lexie Domaradzki**  
**Jacqueline Edmond-Long**

# SCHEDULE

- 7:00-8:00 a.m. Morning Coffee and Collegial Conversation  
**Alaska Ballroom**
- 8:00-9:15 a.m. Opening Plenary Sessions **Alaska Ballroom**  
> Leadership Themes Across the Institute  
> Critical Friends Conversations
- 9:15-10:45 a.m. Learning Lab 1B – **Alaska Ballroom**  
Learning Lab 2C – **Dillingham/Katmai**  
Learning Lab 3A – **King Salmon/Illiamna**
- 10:45-11:00 a.m. BREAK
- 11:00-12:00 p.m. School & District Team Time (Separately)  
**Alaska Ballroom**
- 12:00-1:00 p.m. LUNCH
- 1:00 – 2:30 p.m. Learning Lab 1B – **Alaska Ballroom**  
Learning Lab 2C – **Dillingham/Katmai**  
Learning Lab 3A – **King Salmon/Illiamna**
- 2:30 – 2:45 p.m. BREAK
- 2:45 - 4:00 p.m. School and District Team Time (Jointly)  
**Alaska Ballroom**







