ALASKA SCHOOL LEADERSHIP INSTITUTE PRE-INSTITUTE PROGRAM
Rural Alaska Principal Preparation and Support Program
May 29, 2012

Time/Dates	New Attendees	Special Interest Group	Special Interest Group	Special Interest Group
8:00-8:30 a.m.	Coffee and Collegial Conversation	Coffee and Collegial Conversation	Coffee and Collegial Conversation	Coffee and Collegial Conversation
8:30-10:00 a.m.	Content Review and Highlights ▪ Professional Learning Communities ▪ Professional Development ▪ Coherence and Sustainability ▪ Led by Al Bertani	Alaska Learning Standards – Part 1 ▪ Standards Framework ▪ Implementation Expectations ▪ Led by Julia Payne-Lewis and Gary Whiteley	UAA-RAPPS Alaskan Case Studies – Part 1 ▪ Why develop Alaskan cases? ▪ Learning through Case Studies ▪ Led by Susan Garton	
10:00-10:15a.m.	**BREAK**	**BREAK**	**BREAK**	
10:15-11:30 a.m.	Content Review and Highlights ▪ Analyzing Data ▪ Data Interpretation ▪ Precision and Intentionality ▪ Led by Lexie Domaradzki	Alaska Learning Standards – Part 2	UAA–RAPPS Alaskan Case Studies – Part 2 ▪ Case Studies in Development ▪ Using Cases in your District ▪ Led by Susan Garton	
11:30-12:15 p.m.	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
12:15-1:30 p.m.	Content Review and Highlights ▪ Ensuring Alignment ▪ Assessment and Student Work ▪ Processes and Protocols ▪ Led by Julia Payne-Lewis	EED Alaska STEPP ▪ Culture ▪ Community ▪ Led by Elizabeth Davis and Angie Love	Implementing RTI – Part 1 ▪ Data Driven ▪ Meeting Student Needs ▪ Coordinating Resources ▪ Led by Lexie Domaradzki and Gary Whiteley	Developing FOI Proposals for 2013 ▪ Understanding the FOI Process ▪ Developing an FOI Proposal ▪ Examples of FOI Proposals ▪ Led By Al Bertani
2130-1:45 p.m.	**BREAK**	**BREAK**		**BREAK**
1:45-3:00 p.m.	ASLI 2012 Orientation ▪ Institute Purposes/Agenda Preview ▪ Notebook Review ▪ Home Groups and Institute Norms ▪ Led by Kathy Blanc	EED Alaska STEPP ▪ Family Involvement ▪ Community Engagement ▪ Led by Elizabeth Davis and Angie Love	Implementing RTI – Part 2	Developing FOI Proposals for 2013 ▪ Understanding the FOI Process ▪ Developing an FOI Proposal ▪ Examples of FOI Proposals ▪ Led By Al Bertani
3:00 -5:00 p.m.	**BREAK**	**BREAK**	**BREAK**	
5:00-5:30 p.m.	RECEPTION	RECEPTION	RECEPTION	RECEPTION
5:30 – 7:00 p.m.	▪ Welcome ▪ Introduce Partners & Design Team ▪ Community Building/Renewal ▪ 2012 UAA/RAPPS Graduates ▪ ASLI Agenda, Materials, Evaluation ▪ ACC State-Wide On-Line Data Base ▪ Role-Alike Critical Friends–Round 1			

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ALASKA SCHOOL LEADERSHIP INSTITUTE
Rural Alaska Principal Preparation and Support Program
May 30 – 31 and June 1, 2012

Time/Dates	Wednesday – May 30	Thursday – May 31	Friday - June 1
7:00 - 8:00 a.m.	Morning Coffee and Collegial Conversation	Morning Coffee and Collegial Conversation	Morning Coffee and Collegial Conversation
8:00-9:00 a.m.	Connecting Content and Community Role-Alike Critical Friends – Round 2 ▪ Quartets working as Critical Friends ▪ Modified Consultancy Protocol ▪ Focus on one person per day	Connecting Content and Community Role-Alike Critical Friends – Round 3 ▪ Quartets working as Critical Friends ▪ Modified Consultancy Protocol ▪ Focus on one person per day	Connecting Content and Community Role-Alike Critical Friends – Round 4 ▪ Quartets working as Critical Friends ▪ Modified Consultancy Protocol ▪ Focus on one person per day
9:00 – 9:15 a.m.	BREAK	BREAK	BREAK
9:15-10:30 a.m.	▪ Creating a Vision and Goals – Al (1) ▪ Building Urgency – Lexie and Gary (2) ▪ Getting Started – Julia and Scott (3)	▪ Communicating the Vision and Goals – Al (2) ▪ Taking Stock – Lexie and Gary (3) ▪ Setting Expectations - Julia and Scott (1)	▪ Institutionalizing New Approaches – Al (3) ▪ Building a Guiding Coalition–Lexie & Gary (1) ▪ Follow-Through – Julia and Scott (2)
10:30 – 10:45 a.m.	**BREAK**	**BREAK**	**BREAK**
10:45 - 12:00 p.m.	▪ Creating a Vision and Goals – Al (3) ▪ Building Urgency – Lexie and Gary (1) ▪ Getting Started – Julia and Scott (2)	▪ Communicating the Vision and Goals–Al (3) ▪ Taking Stock – Lexie and Gary (1) ▪ Setting Expectations - Julia and Scott (2)	▪ Institutionalizing New Approaches – Al (1) ▪ Building a Guiding Coalition–Lexie & Gary (2) ▪ Follow-Through - Julia and Scott (3)
12:00 – 12:45 p.m.	**LUNCH (provided)**	**LUNCH (provided)**	**LUNCH (provided)**
12:45 – 1:15 p.m.	Festival of Ideas (See Attached)	Festival of Ideas (See attached)	Festival of Ideas (See Attached)
1:15 – 1:30 p.m.	BREAK	BREAK	BREAK
1:30 - 2:45 p.m.	▪ Creating a Vision and Goals – Al (2) ▪ Building Urgency – Lexie and Gary (3) ▪ Getting Started - Julia and Scott (1)	▪ Communicating the Vision and Goals-Al (1) ▪ Taking Stock – Lexie and Gary (2) ▪ Setting Expectations - Julia and Scott (3)	▪ Institutionalizing New Approaches - Al (2) ▪ Building a Guiding Coalition–Lexie & Gary (3) ▪ Follow-Through – Julia and Scott (1)
2:45 – 3:00 p.m.	**BREAK**	**BREAK**	**BREAK**
3:00 - 4:30 p.m.	District Team Planning Time	District Team Planning Time	District Team Planning Time 3:00 – 4:00 p.m. Institute Closing and Evaluation 4:00 – 4:30 p.m.

Design Considerations

1. Instructional groups using three groupings District/Central Office Leaders (Group 1) and School-Site Leaders (Groups 2 and 3).
2. Every participant engages in the same learning across the three days yielding almost four hours of learning for each theme.
3. Session Leadership will be organized around Kotter's Framework for Transformation (see attached) – Al Bertani – Strategies 3, 4, 8; Lexie Domaradzki and Gary Whiteley – Strategies 1, 2, 5; Julia Payne-Lewis and Scott McManus – Strategies 5, 6, 7; and Festival of Ideas – Susan Garton and Kathy Blanc
4. Presenters repeat their content presentations three different times each day – will promote differentiation with District, Central Office, and School-Site.
5. District Team Planning Time is consolidated because participants have had common learning experiences – ability to focus on application to the District/Schools.
6. Critical Friends Conversations would be structured in Role-Alike Groups as quartets.

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FESTIVAL OF IDEAS SCHEDULE - ASLI 2012 - *12:45 – 1:15 p.m.*

WEDNESDAY – MAY 30, 2012	THRUSDAY – MAY 31, 2012	FRIDAY – JUNE 1, 2012
(Select One) **Using and Supporting an On-Line Curriculum and Resource Management Program –** Scott McManus - AGSD **Implementing a New Digital Literacy Initiative District-Wide –** Jason Fastenau and Tracie Weisz - AGSD **Leading a School of Readers –** Josh Gill - LKSD **Creating Alaskan-based Cases to Strengthen the Curriculum for Aspiring Principals –** Susan Garton – UAA	**(Select One)** **Implementing Literacy Blocks at Tok School –** Dawn Buffum - AGSD **Implementing a New Digital Literacy Initiative District-Wide –** Jason Fastenau and Tracie Weisz = AGSD **Creating a Framework to Sharpen Our Focus –** Gary Baldwin, Dan Walker, Carlton Kuhns - LKSD **Leading a School of Readers –** Josh Gill - LKSD	**(Select One)** **Using and Supporting an On-Line Curriculum and Resource Management Program –** Scott McManus - AGSD **I Creating Alaskan-based Cases to Strengthen the Curriculum for Aspiring Principals –** Susan Garton - UAA **Creating a Framework to Sharpen Our Focus –** Gary Baldwin, Dan Walker, Carlton Kuhns - LKSD **Implementing Literacy Blocks at Tok School –** Dawn Buffum – AGSD

Using and Supporting an On-Line Curriculum and Resource Management Program – Scott McManus, Assistant Superintendent – AGSD

This year AGSD migrated away from using an electronic lesson plan template to using an online program called ClassBright, which is a curriculum and resource management program that incorporates a lesson planning system. Within the system, teachers develop their lesson plans based on local curricular objective and Alaska GLE's. As they develop their plans, relevant material resources that the district has available can be searched and entered into the plan with a click, at the same time as a message to the Resource Center Manager is sent requesting when those materials are needed. A lesson plan data bank is also created for others to use, when teaching the same curricular objective or GLE.

Implementing a New Digital Literacy Initiative District-Wide – Jason Fastenau, Director of Technology and Tracie Weisz, Teacher - AGSD

This is a newly created technology class first taught during the 2010-2011 school year with 6th-8th grade students at Tok School locally, and Tanacross School via videoconferencing. All students in the middle school were provided an iPad II, which they are able to take home with them as part of a one-to-one mobile computer-learning environment. This is part of an initiative to move toward utilizing technological solutions, such as digital textbooks to replace traditional paper resources, and creating a more engaging learning environment. Currently, for the first time, the math curriculum in middle school is taught via a digital textbook.

Leading a School of Readers – Josh Gill, Site Administrator – LKSD

This emerging best practice was designed to address two specific issues: 1) Bring greater coherence to a reading program that was disjointed, fragmented, and piece-meal and 2) Utilize the RTI model to really focus instructional efforts on struggling students. The actions and strategies activated to successfully implement this emerging best practice are also detailed in an article – *Leading a School of Readers* – that was written by Rhonda Barton and published in Education Northwest Magazine in Fall/Winter 2011. Good schools are fueled by high performing teams of individuals working together using the research-base to inform their actions and strategies.

Creating a Framework to Sharpen Our Focus – Gary Baldwin, Superintendent; Dan Walker and Carlton Kuhns, Assistant Superintendents – LKSD

LKSD was trying to build on work with the Principals' PLC Initiative started in 2010 – 2011. As a district we were trying to break-out beyond pockets of excellence to raise expectations and performance across the district. We were also trying to respond to problems identified by our site administrators: lack of clarity about direction and vision; fidelity of implementation efforts; and addressing initiative burn-out – we were trying to do too much. Our intention was to collectively build a framework that would respond to these three problems as well as help us integrate these efforts using the local expertise we had built-up over the years. We did this by promoting coherence around three specific areas: SIOP – Sheltered Instructional Observation Protocol; School Climate – Positive Behavior Supports – Every child can learn; and RTI as an intervention strategy.

Implementing Literacy Blocks at Tok School – Dawn Buffum, District-Wide Instructional Coach - AGSD

This emerging promising practice highlights the incorporation of literacy blocks at Tok School into the language arts and reading programs over a multi-year plan. Students in grades 1st-5th are flexibility grouped, within grade level, according to reading proficiency and provided instruction through a 4 block format on a daily basis. The literacy blocks include guided reading, self-selected reading, working with words and writing. Students in need of RTI are also pulled from non-core academic programs at scheduled times throughout the week. Since implementing this model, SBA Language Arts proficiency levels at Tok School have risen from 66% to 73%

Creating Alaskan-based Cases to Strengthen the Curriculum for Aspiring Principals – Susan Garton, UAA; Rick Rau, SWRSD; and Robin Jones, SWRSD

Alaskan-based case studies provide relevant curriculum for the RAPPS aspiring principals. Since there are few published case studies from Alaska, the graduate students in the RAPPS program have been writing cases which reflect unique challenges of RAPPS districts. Two RAPPS aspiring principals will be on hand to share an original case about the Alaska Performance Scholarship.

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