

## East Cleveland City Schools DLT Agenda

**Date:** March 10, 2014    **Time of Meeting:** 12:00 noon – 3:00 PM    **Location:** Board Office

**Facilitator:** Hazelwood and LaForme    **Timekeeper:** Hunsbarger

**Process Observer:** \_\_\_\_\_    **Recorder:** LaForme

**Members Present:** Bunkley, Bean-Jones, Cash, Corley, Conkley, Cooper, Curtain, Elder, Fritzgerald, Hunsbarger, Lyons, Matthews, McCants, Powell, Prince, Roberts, Rollins, VanLeer, Watson, MacLearie, Hazelwood, Pinney, LaForme

**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

#### Brief description of data: (attach as necessary)

1. Feedback Reading and Instructional Practice Activity, Andrew Pinney  
From "7 Keys to Effective Feedback" by Grant Wiggins, Ed Leadership, ASCD, 9/12, pages 11-16  
Discussion of how the activity worked with Paired Reading of the feedback article  
Compared this method to students reading aloud taking turns to read. This activity requires students to read for comprehension so that they can discuss with partner. Teacher can formatively assess while students are talking to each other. Student actually point out to each other things that might have been missed in the reading by one or the other. Part two, Idea Survivor have students identify the four main points of the article. The group added all possibilities to a generated list across all groups. "Only room on island for 5 ideas." Groups and individuals give reasons why things should be combined or eliminated.

Feedback and BLTs : Where should we be using feedback loops in the district? DLT to BLT, BLT to TBT

- a. Share BLT example and BLT review form (left side) to understand what is included in BLT minutes/meeting
    - i. Step 1 has both student performance data as well as adult implementation data. Examples were given.
    - ii. Step 2 has analysis of strengths and obstacles of data from step 1. Considering both the Strengths and Obstacles for Adult Implementation (Cause) and the Student Performance (Effect).
    - iii. Step 3 has right support that is needed by TBTs or may indicate specific instructional strategies that the whole building is going to use for the month. Specific grade levels may need support for specific items that show up in the data. Differentiated PD to support groups or individuals.
    - iv. Step 4 should talk about how the information in step 3 will be implemented and how will it be monitored. Team gives specifics of monitoring in this section.
    - v. Step 5 what data will be reviewed at next meeting to see if we made a difference or not. Both adult implementation data and student performance data will be reviewed.
  - b. Share BLT Feedback protocol. In small groups provide feedback to BLTs.
2. Principals bring examples of effective instructional strategies and how to monitor the implementation (deferred to principal

meeting on March 17)

- Buildings will continue to have conversations with BLT/TBT about SWD—high expectations for all, building capacity for strengthening instructional practice (deferred to DLT next month)

### Step 2: Analyze Data (20 minutes)

Strengths:	Obstacles:
<ol style="list-style-type: none"><li>Feedback activity: Group today thought the both Paired Reading and Idea Survivor were good activities that could be used in the classroom. Teacher walking around the room helped to keep the “students” on task today. Comparison of Paired Reading to other reading strategies was helpful.<ol style="list-style-type: none"><li>Feedback from District to Buildings is strength</li><li>Protocols at DLT, BLT and TBT level are in place</li></ol></li><li>Feedback to BLTs – information provided can strengthen the understanding of the DLT; buildings all have strategies focused on improving instructional practice</li></ol>	<ol style="list-style-type: none"><li>Feedback activity: Some discussion of the difficulty of reading teacher handwriting on tablet used during discussion today<ol style="list-style-type: none"><li>Not all teachers understand feedback and how to deliver it for students</li></ol></li><li>Feedback to BLTs through principals – some of the information is not seen as feedback, minutes may not accurately reflect what strategy was implemented (more was done around instruction than was listed in the minutes), determining how to monitor and provide evidence is still a challenge</li></ol>

### 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?**

- Feedback
  - Share the articles on feedback with teachers within the building at staff meetings and within the classrooms themselves.
  - Strengthen teachers’ understanding of feedback
- Buildings will continue to have conversations with BLT/TBT about SWD—high expectations for all, building capacity for strengthening instructional practice (deferred to DLT next month)
- BLT Feedback – Revise format for discussion of BLT minutes.

### 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.

- By building review the feedback at various levels – student to teacher, teacher to teacher, TBT to BLT. (Building review of feedback includes: exit slips, descriptive tally sheets, TBT minutes, strategy summary at staff meeting)
- BLT/TBT conversations about SWD – implementation varies by building
- Format revised to report summary

**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.)

- What is working and not working - Information on feedback ; Expectations conversations
- BLT progress – Have BLTs summarize what strategies are being implemented

**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?  
Principals share with BLTs and staff – feedback and expectations information

**Preliminary Agenda for Next DLT Meeting:**

Coaching training will have taken place. Report out  
Report on expectations and feedback conversations  
BLTs summarize their strategies and implementation

**Evaluate This DLT Meeting:**