

Strategic Priority Map for 2015-16

Lincoln Public Schools

A1: Develop expertise in team based collaborative practices

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
<p>When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.</p>	<p>PD Module - Collaborative Practices</p> <p>Faculty participation in team-directed collaborative learning projects (HPS)</p> <p>Principal participation in "Teachers as Transformational Leaders" - Teachers 21</p>	<p>Developing a high functioning team</p> <ul style="list-style-type: none"> - Creating Norms - Purpose - Process <p>Protocols for looking at student work</p> <p>Protocols for analyzing data</p> <p>Models of differentiating instruction and providing intervention</p>	<p>Introduction to PLCs, Admin, Retreat 2015</p> <p>Collaborative Practices PD module is developed for each grade span</p> <p>All faculty will participate in three Collaborative Practices sessions</p> <p>Summary report of feedback received from faculty and administrators about their experience and learning as a result of the collaborative practices sessions will be created.</p> <p>Observation of faculty teams carrying out collaborative practices will be documented by principals i.e. agendas and minutes from Team meetings and Common Planning Time</p> <p>Faculty will share the outcomes (results) of their collaborative work with their principals.</p>		<p>Dufour Training DVDs</p> <p>Facilitative Leadership training</p> <p>Research for Better Teaching - Skillful Leader texts</p> <p>Common Planning Time</p> <p>Faculty Meeting and Team Meeting time</p> <p>Revised Hanscom IST process (Pilot)</p>	<p>Priority Leader: Superintendent</p> <p>Priority Implementers: All faculty, School Based Administrators and curriculum leaders</p>	<p>Administrative Retreat August 12, 2015</p> <p>Module Sessions: 9/30, 10/21, 11/18, 1/6, 1/20, 2/3, 4/6, 4/27, 5/11</p> <p>Summary of faculty feedback following each module will be reported at the May 26 School Committee meeting</p> <p>Documented outcomes based upon observation of team meetings and faculty reporting of student results will be reported at the May 26 School Committee meeting</p>

<p>When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.</p>	<p>Peer Observation program</p> <p>Participants will develop methods and/or processes for measuring the effectiveness of the program on their practice and student learning.</p>	<p>Identify a focus for educator research</p> <p>Gather data in classroom observations</p> <p>Give and receive feedback with colleagues</p> <p>Take what is learned from peer observations and put it into practice in one's own classroom</p> <p>Analyze evaluative data to determine impact</p>	<p>Positive program outcomes from 2014-15, along with multiple points of entry to the program, will result in a doubling in size of the program.</p> <p>Participants will report improved professional practice <i>and</i> deepened communication with colleagues as a result of participation in the program.</p> <p>Participants will report on the impact of the PO program on their professional practice and/or their students' learning.</p>	<p>Template for program PD from 14-15</p> <p>Multi-year goals from 14-15</p> <p>Goodwill and positive feedback from last year</p> <p>Concurrent PD: Collaborative Practices Sm. group reading Tech Differentiation and Inst.. Strategies</p> <p>Substitute coverage</p> <p>Meeting and PD time after school</p>	<p>Priority Leaders: Assistant Superintendent</p> <p>Priority Implementers: Faculty participants in PO program</p>	<p>September - publicize and recruit for program</p> <p>Three, two-month cycles, beginning on Oct. 6, Jan. 5, and April 7</p> <p>Three afterschool sessions per cycle</p> <p>Initial report to School Committee at 12/17 meeting</p> <p>End-of-year report to School Committee at 5/26 meeting</p>
<p>When educators effectively collaborate with a focus on improving student learning and instruction, student learning improves.</p>	<p>Facilitative Leadership Training for Faculty Leaders and Administrators</p>	<p>Develop norms with a group; know how to use norms to help the group focus on its work and learning</p> <p>Design meeting agendas that take into consideration the <i>what</i>, the <i>how</i>, and the <i>when</i> of the meeting</p> <p>Lead collaborative team and department meetings that emphasize student and professional learning</p> <p>Develop powerful, probing questions and use them effectively when giving feedback</p>	<p>All members of the follow teams will have participated in Facilitative Leadership training (39 faculty and 13 administrators total):</p> <ul style="list-style-type: none"> • Team Leaders • CLT • Math Specialists • Literacy Specialists • IT Specialists • Admin Council <p>Participants will report an increase in facilitative leadership skills</p> <p>Department, team, and faculty meeting agendas, when compared with those from last year, will reflect an increased focus on student and professional learning</p>	<p>Funding from LPS</p> <p>Faculty leaders as peer cohort</p> <p>Facilitation from Gene Thompson Grove</p> <p>Professional texts (two per participant) from School Reform Initiatives</p> <p>Substitute coverage</p> <p>Admin council for follow up support</p>	<p>Priority Leaders: Assistant Superintendent with Admin Council</p> <p>Priority Implementers: Consultant Gene Thompson Grove Faculty Leaders</p>	<p>Fall, 2015 - training: 2 full days per faculty group; 3 full days for Admin Council</p> <p>Fall, 2015 - data gathered about PP plans for use of new learning</p> <p>Fall - spring: follow-up support and observational data gathered by Admin Council; additional training provided to faculty leaders if needed</p> <p>Winter-spring: Comparison of meeting agendas and notes from 2014-15 with those from 2015-16 to determine</p>

		<p>Learn to use protocols for giving and receiving feedback on educator issues and dilemmas, analyzing data, learning from student work and assessments, reflecting on practice, and reading texts; develop an understanding of the kind of feedback each elicits</p> <p>Debrief the facilitation of examining student/educator work sessions, identifying the challenges the facilitator faces and assessing the moves the facilitator makes</p>	<p>Administrator observations of participant leadership during department and team meetings will reflect an increased focus on learning</p> <p>Administrator debriefing with participants after they have led meetings will reflect self-awareness of choices made in facilitator moves and use of protocols</p> <p>Participants will use protocols, with evidence that the protocols selected match the needs and skills of the group at that moment</p>			<p>degree of change in participant practice</p>
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