

## LEA Addendum Goal 1

### *Develop a Coaching to Excellence for Systematic Reform Series for teachers, principals, district administrative staff and superintendent*

#### **DAIT Standards of Focus for Governance**

A.3. The LEA's policies, culture and practices reflect a commitment to implementing systematic reform, innovative leadership, and high expectations to improve student achievement and learning.

A.4. The LEA plan builds on state requirements and initiatives, and on research-based practices, for improving student achievement and school leadership.

A.7. The LEA applies student achievement data to establish and communicate instructional priorities and strategies for improved student learning and achievement.

#### **DAIT Standards of Focus for Professional Development**

G.1. Development of leadership skills in teachers and school and district administrators.

G.2. Coaching skills applicable to providing support for teachers, principals, district administrative staff and superintendents.

G.3. The LEA provides opportunities for professional development in reading/language arts, math, and interventions, through Assembly Bill (AB) 430 (Nava/2005) Principal Training Program, and other materials based trainings as available.

<b>Actions</b>	<b>Activities/Timeline</b>
<b>1. Innovative Leadership:</b> The Lowell Institute, as well as, UCSB outside consultants will implement a leadership institute for all administrators and the No Child Left Behind Team (District DSLT). All district and school administrators will receive monthly training on research-based practices for improved student learning; assessment of learning; use of data for instruction; instructional leadership; teamwork; and other.	Monthly Administrative Meetings 2008-09 Administrative Retreat January 09 June 09

<p><b>2. BTSA Support provider, Teacher leaders</b> identified on SSC, Leadership Teams and District TOSA's will receive monthly training on innovative leadership to include research-based practices for student learning; English learner instruction; use of data; teacher collaboration; and other. The BTSA model will be infused into Innovative Leadership with coaches and support providers,</p> <p><b>2. Coaches for Innovative Leadership:</b> Two retired principals have been hired to coach the new principals and assistant principals, as well as the principals at our 14 schools in program improvement status. These administrators have completed the ACSA Coaches Training. Two District Directors will receive ACSA Coaches Training.</p> <p><b>3. Coaching model:</b> Our nineteen schools have been divided into four smaller groups and assigned an outside consultant, as well as, a lead from Instructional services to support small group interaction around the EPC's, gather information about site specific assessments, interventions and delivery models that have been successful in moving students to proficient levels in English Language Arts and Mathematics, engage in small group discussions, practice effective strategies for collaborative grade level team meetings based on data and provide on-site coaching to implement new practices.</p> <p><b>4. Collaboration:</b> Collaborative grade level team meetings will be the focus of site leadership supported by coaches. Grade level team meetings will focus on looking at data and follow the consistent use of Defour's four questions:</p> <ol style="list-style-type: none"> <li>1. What do we want each student to learn?</li> <li>2. How will we know each child has learned it?</li> <li>3. How will we respond when a student experiences difficulty in learning?</li> <li>4. What will we do with the students that already know it?</li> </ol> <p>In 2008-09 administrative, site, and grade level collaborative meetings will take place monthly to analyze and monitor achievement data. Documentation to include agendas, sign-in sheets, team reflection sheets, etc. will be collected to review to analyze who may need more support and how meetings are impacting delivery change for students at-risk. Collaborative meeting protocols and sample agendas will be integrated into the 2008-09 professional development programs.</p> <p><b>5. Monitoring:</b> Following professional development, teachers and administrators will meet regularly to monitor student achievement using formative and summative assessments to maximize the flow of students through strategic and intensive groupings and re-teaching during the day and outside the regular school day.</p>	<p>Monthly Teacher Leader Meetings 2009-1009 with five day training during winter break.</p> <p>Coaching Training ACSA – September – May Coaching District Training – October/November Assignment to site Nov.-June 010</p> <p>Bi-monthly small group meetings with coaches – November – June Monthly K-6 meetings to report out Monthly 7-8 meetings to report out</p> <p>Following fall training and January Retreat meet with site staffs on collaborative grade level training</p> <p>Leadership Team trainings October 2009 – January 2010</p> <p>Revised collaborative grade level team model implemented in January 2010.</p> <p>Collaborative grade level and cross grade level around data documentation collected on a monthly basis November-June 010</p>
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<p><b>6. Coaching for instructional delivery:</b> Three retired teachers are currently in professional development around ELD and intensive instruction strategies for SED and Hispanic non-EL students with six district TOSA's and 32 Intervention teachers from all 19 sites. Intervention teachers are an integral part of providing information and support on leveling students for strategic and intensive instruction, providing district resources, disseminating information on the changes in our benchmark assessment system and coaching teachers on utilizing formative and summative data to regroup students for instruction. The BTSA program along with BTSA support providers are supporting our five goals with new teachers in their first or second year of teaching to insure there is one message from all stakeholder groups.</p> <p><b><i>Additional Minimum days will be built into the master calendar in 2009-10 for this purpose.</i></b></p>	<p>Retired Teachers and nineteen intervention/coaches will receive leadership training in November 2010 Incorporating Standards of the Teaching Profession with BTSA</p> <p>Negotiations 08-09</p>
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