



Department of
Education

2015 Summer Training

Summer Leadership Course 2015

Follow-Up Discussion Protocol for Directors of Schools

Tennessee Department of Education | 2015 Summer Training



Shared Leadership Follow-up Protocol – Director of Schools Summer 2015

Background: The Tennessee Department of Education offered optional summer training opportunities for teachers and leaders across three weeks in regional locations during June 2015. This summer’s **training for teachers** consisted of **four (4) content areas**, and participation in each content area was **optional for Tennessee districts**. Broadly, the trainings worked to provide clear strategies and tools to help all students meet high expectations. The training content integrated information about standards, assessments, resources, and instructional practices. The content areas were:

Content Area	Courses
Early Grades (with a focus on literacy)	Pre-K-Kindergarten Grades 1-2
Grades 3-11 Math	Grades 3-5 Grades 6-8 Grades 9-11
Grades 3-11 ELA	Grades 3-5 Grades 6-8 Grades 9-11
Grades 3-11 Social Studies	Grades 3-5 Grades 6-11 U.S. History & Geography Grades 6-11 World History & Geography

In addition, we offered a **one-day training summary designed for school and district leaders**. With one day for elementary principals and one day for secondary principals, leaders received an overview of each content area and engaged in shared leadership discussions and planning to maximize the use of their Learning Leaders’ expertise.

Purpose: The purpose of this discussion protocol is to assist directors of schools and/or district supervisors of instruction in facilitating a follow-up conversation with building leaders who attended the Summer 2015 Leadership “Preview and Planning Day.”

Contents of the Guide: This guide is designed to give directors of schools and/or supervisors of Instruction a process for debriefing the summer leadership training and a vehicle for supporting effective professional learning planning at the building level. Documents included here are::

- Discussion Protocol (p. 2)
- Agendas for both the elementary and secondary Summer 2015 Leadership tracks (p. 3-4)
- Class Goals, including connections to the *Tennessee Standards of Professional Learning* and the *TEAM Administrator Evaluation Rubric* (p. 6)
- Key Questions and “Teacher Training Top Takeaways” for all content areas (p. 7-11)
- *Shared Leadership Planning Documents* (p. 12-13)

In addition, an optional set of focused discussion questions is provided to assist district leaders in facilitating proactive follow-up conversations with school leaders. Additional Professional Learning Community (PLC) guides on a variety of topics will be available on the department website under the “For Leaders” section.

Discussion Protocol – Director of Schools and/or Designee Summer 2015

Principal _____ School _____

Date of Follow-up Discussion _____

Principals should have completed the appropriate (elementary or secondary) *Shared Leadership Planning Document* on p. before this discussion. After attending the Summer 2015 Leadership “Preview and Planning Day,” these guiding questions will help identify principal takeaways, school priorities, redelivery and support plans, and any supplemental resources.

1. As a school leader, what three key actions have you planned after attending the Summer 2015 Leadership “Preview and Planning Day?”
2. In which content area do you believe your school has the largest gap between current instructional practices and the high-impact instructional strategies discussed in the summer training?
3. In what content area do you believe your school has made the most strides in implementing high-impact instructional practices necessary for student success?
4. In looking at the “Teacher Training Takeaways” on pages for each content area, which practice or strategy from each area do you believe your will prioritize the most at your school this year?
5. Walk through at least one of your completed *Shared Leadership Planning Documents* with me. What excites you about your collaboration with your Learning Leaders/leadership team in planning redelivery and ongoing support? What still challenges you?
6. Are there any other district resources or support that you believe the district office could assist you in carrying out your plan or in your redelivery of summer content?

Optional Questions if Meeting Collaborative with Principals and Their School’s Learning Leaders:

7. What key takeaways in each content area has your shared leadership team prioritized for redelivery? When will this occur?
8. As you begin the 2015-16 school year, what teacher support plan (schedule, frequency, format, etc.) has your shared leadership team developed?
9. What is your shared leadership team’s plan for providing ongoing support to teachers in the area of assessment resources (use of the MICA Item Sampler and TNReady practice test)?

**Tennessee Department of Education
 Summer 2015 Leadership Course
 Elementary Session**

Agenda and Table of Contents

Agenda	Key Reference Materials
Opening Session 8-8:30 a.m.	Class Goals and Objectives, Guiding Principles and Norms, Key Questions, Tennessee Professional Learning Standards Overview, Shared Leadership Reflection
Updates: Putting TNReady in Context 8:30-9 a.m.	TNReady Communications Resources, Accountability Updates
Accessibility Features of TNReady 9-9:30 a.m.	Overview of TNReady Accommodation and Accessibility Features, Video Resources
Break 9:30-9:45 a.m.	
Early Grades 9:45-10:30 a.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Literacy: English Language Arts and Social Studies 10:30-11:30 a.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Lunch 11:30 a.m.-12:45 p.m.	
Mathematics 12:45-1:45 p.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Break 1:45-2 p.m.	
Shared Leadership and Planning 2-3 p.m.	Guided Planning: “Why, What, How” for 2015-16 at your school
MICA 3-3:45 p.m.	Overview of MICA, Video Resources, Leader Reflections and Actions
Closing 3:45-4 p.m.	

**Tennessee Department of Education
 Summer 2015 Leadership Course
 Secondary Session**

Agenda and Table of Contents

Agenda	Key Reference Materials
Opening Session 8-8:30 a.m.	Class Goals and Objectives, Guiding Principles and Norms, Key Questions, Tennessee Professional Learning Standards Overview, Shared Leadership Reflection
Updates: Putting TNReady in Context 8:30-9 a.m.	TNReady Communications Resources, Accountability Updates
Accessibility Features of TNReady 9-9:30a.m.	Overview of TNReady Accommodation and Accessibility Features, Video Resources
Break 9:30-9:45 a.m.	
English Language Arts 9:45-10:30 a.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Mathematics 10:30-11:30 p.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Lunch 11:30 a.m.-12:45 p.m.	
Social Studies 12:45 p.m.-1:30 p.m.	Teacher Training Content Overview, Leader Reflections and Actions, Redelivery Framing
Break 1:30-1:45 p.m.	
Shared Leadership and Planning 1:45-2:45 p.m.	Guided Planning: “Why, What, How” for 2015-16 at your school
Module Seven MICA 2:45-3:45 p.m.	Overview of MICA, Video Resources, Leader Reflections and Actions
Closing 3:45-4 p.m.	

Class Goals

The Summer Leadership Preview and Planning Day has been designed with the school principal in mind. Both the *Tennessee Standards for Professional Learning* and the *TEAM Administrator Rubric* are built on the foundation of shared leadership within the school. School principals are faced with increasingly complex instructional decisions and engaging teacher leaders within this decision-making process is crucial to ensure optimal support for teachers and students.

As we approach the day, please take a few moments to read through these excerpts from our *Tennessee Standards for Professional Learning* and our *TEAM Administrator Rubric*.

From the *Tennessee Standards for Professional Learning*:

<p><i>Professional learning that increases educator effectiveness and results for all students ...</i></p>	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>
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From the *Tennessee TEAM Administrator Rubric*:

Indicator	5
<p>A1: Capacity Building</p> <p>Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards</p>	<p>Utilizes shared leadership practices to build capacity of nearly all educators for:</p> <ul style="list-style-type: none"> • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Studying, analyzing, and evaluating approved curriculum resources, including texts • Maintaining shared accountability when making needed adjustments to deepen classroom rigor • Maintaining a system for monitoring student work for rigor and curriculum alignment • Implementing on-going strategies and feedback for peers

Indicator	5
<p>B1: Leveraging Educator Strengths</p> <p>Leverages educator strengths to engage all students in meaningful, relevant learning opportunities</p>	<ul style="list-style-type: none"> • Engages with the school leadership team to review multiple data sources (including school goals and student learning needs) to determine optimal educator grade level and/or content area placement • Creates a coherent system to extend impact of educators at all performance levels • Develops and/or sustains a collegial environment where learning communities use their collective strengths, skills, and experience to improve classroom practice
<p>C2: Differentiated Professional Learning</p> <p>Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the <i>Tennessee Standards for Professional Learning</i></p>	<ul style="list-style-type: none"> • Ensures all professional learning activities align with the Tennessee Standards for Professional Learning • Engages leadership team to: <ul style="list-style-type: none"> ▸ differentiate professional learning opportunities based on educator needs and preferences ▸ facilitate implementation of knowledge and skills gained from professional learning activities • Develops accountability structures whereby nearly all educators seek to share knowledge gained from learning opportunities
<p>C4: Teacher Leaders</p> <p>Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the <i>Tennessee Teacher Leadership Standards</i></p>	<p>Engages with leadership team to:</p> <ul style="list-style-type: none"> • Involve teacher-leaders in activities aligned with the Tennessee Teacher Leadership Standards • Use a variety of data to identify potential teacher-leaders • Communicate a clear leadership pathway for potential teacher-leaders • Provide sufficient growth opportunities to address specific leadership actions and behaviors • Provide potential teacher-leaders with varied leadership opportunities • Monitor teacher-leaders in a variety of settings and providing specific feedback to support their continued development

English Language Arts

Key Question:

How do teachers help build an understanding of the interconnectedness between reading and writing and its impact on instruction?

Teacher Training Top Takeaways

These are the areas where teachers are concentrating their learning efforts during their summer training. These will also be the most important components of the redelivery and support approach at your building and will constitute the major “look for” areas in your classroom observations during the 2015-16 school year:

- **Reading and writing are a connective process** and should not be isolated from one another in instruction.
- Writing should happen everyday in **big ways and small ways**.
- Students’ abilities to **read complex text and respond in writing** need to be scaffolded over time. Students need to be engaged in increasingly difficult tasks to build stamina and perseverance.
- There should be a continued focus on the instructional shift of reading, writing, and speaking **grounded in evidence from text**, both literary and informational?

“High quality culminating writing tasks and reading assignments will engage students, build stamina, and predict performance.”

Early Grades

Key Questions:

What key instructional content must leaders understand to ensure teachers are supporting PreK-2 students' progress toward successful mastery in third grade?

What skills will set apart those students who arrive in third grade prepared for mastery from those who will struggle?

Teacher Training Top Takeaways

These are the areas where teachers are concentrating their learning efforts during their summer training. These will also be the most important components of the redelivery and support approach at your building and will constitute the major "look for" areas in your classroom observations during the 2015-16 school year:

- The path to mastery begins in Pre-K. Reading comprehension is critical to student success at any level; however, **listening comprehension must precede reading comprehension**. The skilled early grades teacher understands that listening comprehension is developed through **regular exposure to meaningful read-aloud experiences**. These read-aloud experiences must come from books that are appropriately complex and contain rich, rigorous vocabulary.
- As students move into the primary grades, they must also receive **direct, explicit instruction in specific reading skills** in order to gain the phonological awareness, decoding, and sight recognition skills required for reading fluency. There is a science to teaching reading, one that requires attention to detail and sequence.
- **Two visual models** provide us with a conceptual understanding of the process and skills young children move through as they learn to read. The **Simple View of Reading** provides a visual model of the process of learning to read, representing Reading Comprehension as the product of Listening Comprehension and Decoding. **Scarborough's Rope** provides an additional visual model, illustrating the many components needed to become a fluent reader. This illustration reminds us that skilled reading comes from a combination of language comprehension skills and word recognition skills. As the language comprehension knowledge becomes increasingly strategic, the word recognition becomes increasingly automatic (Scarborough, 2001)
- Just as in reading acquisition, there are essential building blocks to a conceptual understanding of mathematics. **Number sense and a basic understanding of place value is as important to understanding mathematics as the alphabetic principle is to reading.**

"Toward Building Mastery..."

Literacy in ELA and Social Studies

Key Questions:

How can English language arts and writing practices support the literacy shifts in the new social studies standards?

What strategies and materials will be available to help educators support students in ELA and social studies for grades 3-5?

Teacher Training Top Takeaways

These are the areas where teachers are concentrating their learning efforts during their summer training. These will also be the most important components of the redelivery and support approach at your building and will constitute the major “look for” areas in your classroom observations during the 2015-16 school year:

- **Reading and writing are a connective process** and should not be isolated from one another in instruction.
- Writing should happen everyday in **big ways and small ways**.
- Students’ abilities to **read complex text and respond in writing** need to be scaffolded over time. Students need to be engaged in increasingly difficult tasks to build stamina and perseverance.
- The new social studies standards employ new process standards and expect elementary students to **gain original knowledge from social studies experiences**.
- Students must be able to **gain evidence for explanatory and opinion writing from both primary source texts**. Complex, primary source texts can be historic photographs as well as informational texts.
- Social studies tasks help students **develop the relationship necessary between writing and reading informational texts**.
- High quality social studies lessons include **texts, tasks, and talk**. Students should be engaged in all three activities daily.
- Many resources exist to create **high quality texts** and are included in social studies learning leader training.

“High quality culminating writing tasks and reading assignments will engage students, build stamina, and predict performance.”

Social Studies

Key Question:

How do the literacy shifts in the new social studies expectations impact instructional practice?

Teacher Training Top Takeaways

These are the areas where teachers are concentrating their learning efforts during their summer training. These will also be the most important components of the redelivery and support approach at your building and will constitute the major “look for” areas in your classroom observations during the 2015-16 school year:

- The increased emphasis on social studies as a content area reading course means that social studies teachers will need to provide students with **scaffolding and literacy strategies** to ensure improved informational literacy.
- Teachers need to provide increased exposure to **primary sources**.
- Scaffolding with reading needs to move from teacher chunking to student chunking of texts, emphasizing strategies for understanding **difficult vocabulary and complex text structures**.
- An emphasis needs to be placed on how to **read and write as a historian**.

“Reading and writing to sources must be emphasized.”

Mathematics

Key Question:

How can leaders focus on supporting teachers to impact student success in mathematics?

Teacher Training Top Take-Aways

These are the areas where teachers are concentrating their learning efforts during their summer training. These will also be the most important components of the redelivery and support approach at your building and will constitute the major “look for” areas in your classroom observations during the 2015-16 school year:

- Leaders will learn the importance of creating and sustaining a positive **‘math mindset’** by assessing current attitudes and exploring NCTM’s ideas on productive and unproductive beliefs.
- Leaders should always be assessing the effectiveness of the instruction in math classrooms. One tool to help leaders do this is the **NCTM Teaching Practices**. Leaders will reflect on what they consider to be highly effective math teachers, compared to what the Teaching Practices describe.
- The **purposeful and frequent use of mathematics tasks** in the classroom will best prepare our students for the mathematics demands ahead of them.
- There is no decision that teachers make that has a greater impact on students’ opportunities to learn and on their perceptions about what mathematics is than the **selection or creation of the tasks** with which the teacher engages students in studying mathematics.

“Task Predicts Performance.”

As you prepare your redelivery plan, think through who in your school you need to have involved in planning, implementing, and supporting the Learning Leader. Who will deliver? When will these occur? How do you want to utilize them throughout the fall? Optional PLC guides can be found on the “For Leaders” page for your Learning Leaders/leadership team to collaboratively design your professional development and redelivery plan.

Redelivery Plan by Learning Leaders (Name)	Audience	Tentative Session Dates
___ Early Literacy _____ ___ English Language Arts _____ ___ Mathematics _____ ___ Social Studies _____	___ Grade Level ___ Teaching Teams ___ Departments ___ Whole Staff ___ Other _____ ___ Other _____	___ ½ day: _____ ___ 1 day: _____ ___ 1 hour PLC _____ ___ 2 hour PLC _____ ___ Other _____
<p align="center">WHY?</p> <p>What is the purpose, cause, or belief that inspires this follow-up session? Refer to your <i>Tennessee Standards of Professional Learning</i> document to ground your thinking.</p>		
<p align="center">HOW? (PLC Redelivery Guides)</p> <ol style="list-style-type: none"> 1. Date(s)? 2. Follow-up Session? 3. Resources? 4. Presenters? 		
<p align="center">WHAT?</p> <ol style="list-style-type: none"> 1. What are the expected results? 2. Are clear targets for implementation defined and shared? Objectives? 3. How does the content relate to current knowledge and skills of staff members? 4. What will change in teacher practice as a result of this session? 5. How will you and your Learning Leaders/leadership team continue to support the expected changes? 		
<p>Paragraph Summary Based on my reflections and takeaways today, my key actions in planning for redelivery and engaging my Learning Leaders/leadership team to support this work are...</p>		

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