

Leadership Team Meeting

MINUTES

FEBRUARY 17, 2010 2:00 PM

LARGE CONFERENCE ROOM

ATTENDEES	<p>Kenney Moore, School Director Vanessa Robisch, Principal Donald Galloway, Student Support Services Coordinator Marrie Tronolone, Content Specialist Helen Malone, Content Specialist Gail Allen, Professional Learning Coordinator Linda Massenburg, State Director/DOE Amy Cohen Efron, Support Services Shelley Parker, Content Specialist Sandra Huston, Content Specialist Mary Carol Cowart, Content Specialist JR Roberson, Contents Specialist Brenda Flanagan, Teacher Tina Caloud, Teacher Amanda Chilvers, State Testing Coordinator</p>
FACILITATOR	Kenney Moore, School Director
NOTE TAKER	Andrea Johnson, Office Manager
INTERPRETORS	Donna Flanders, Faith Powell

Meeting called to order: 2:10 p.m.

DISCUSSION	<p>Good News</p> <p>Amanda Chilvers and Kenney Moore attended the State Directors Meeting today. Amanda presented idea about the video project. Superintendent Kathy Cox gave her full support and was impressed with Amanda's presentation. Next step is to have a meeting to plan a timeline.</p> <p>Format of Future Meetings.</p> <p>Don reviewed, meeting would continue to meet from 2: -3:30 pm. At one meeting, we would review the School Improvement plan progress and analyze student work. At the next meeting, we would review the school data. The school data should be emailed to the team members for review before the meeting, allowing time for questions.</p> <p>School Data:</p> <ul style="list-style-type: none"> • Student Attendance • Teacher Attendance • Student Discipline Data Review • Behavior Committee Update • CLASS KEYS Targeted Element • Focus Walk Data
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PRESENTATION	Analyzing Student Evidence of Work- Linda Massenburg
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	<ul style="list-style-type: none"> • Analyzing student work is essential part of teachers job. • Collaboration can alter and improve the practices in substantive ways, through samples of students work. • Committee was unable to view, video titled, "Examining Student Work, What is it?" however video contents was discussed. • In this video the Leadership Team and Students looked at the work to give feedback. This is a task not just for the classroom, but for the
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	<p>Leadership Team as well. They were able to:</p> <ol style="list-style-type: none"> 1) Identify gaps between goals for students and actual student achievement. 2) Provide information for the teachers. 3) Provide a new and deeper understanding of students. <p>Advantages:</p> <ol style="list-style-type: none"> 1) Analyze your own practices 2) Collaborative analysis of student work 3) Give you the latitude to refine and develop your craft. <p>Job of the Leadership Team</p> <ol style="list-style-type: none"> 1) Feedback and commentary 2) Determine if current student work is aligned with standards and curriculum maps. 3) Review progress of bubble students in regular and intervention classes as well as SES. 4) Leadership Team had a brief discussion question and answer on, "what is collaboration?" 5) Kenney Moore, "All of us will get the exposure and participation on a data team."
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BOOK STUDY PRESENTATIONS, Classroom Instruction that Works

DONALD GALLOWAY

STUDENT SERVICES
COORDINATOR

	<p>Chapter 6 Handout was provided. Leadership team viewed PowerPoint presentation.</p> <p><u>Non-linguistic Representations.</u> NLR means to learn what research shows about the use of Graphic Organizers on student achievement.</p> <ul style="list-style-type: none"> • Dual coding of storing information in the brain. • Linguistic form and Imagery form. • Linguistic – definitions or statements • Imagery/Nonlinguistic- mental pictures and kinesthetic association. • Using visual information to help our students understand and gain deeper understanding as well as easier recall of information. <p><u>Graphic Organizers</u></p> <ul style="list-style-type: none"> • There are six different patterns <ol style="list-style-type: none"> 1) Descriptive 2) Time Sequence 3) Process/Cause-Effect 4) Episode 5) Generalization/Principle 6) Concept <p><u>Making Physical Models</u> There are three patterns</p> <ol style="list-style-type: none"> 1) Time-Sequence 2) Process/Cause-Effect 3) Concept Pattern for Voluntary Mediation. Engaging in Kinesthetic Activity Physical movement associated with specific knowledge.
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Classroom Instruction that Works -Chapter 7

MARY CAROL COWART

CONTENT SPECIALIST

	<p><u>Cooperative Learning</u> 5 Elements of Cooperative Learning</p> <ol style="list-style-type: none"> 1) Positive Interdependence 2) Face to face Interaction 3) Individual and Group Accountability 4) Interpersonal and small groups skills 5) Group Processing <p><u>Importance considerations when using Cooperative Groups.</u></p> <ol style="list-style-type: none"> 1) Based on ability levels 2) Small in size 3) Applied consistently and systematically. <p><u>Ways you can group students</u></p> <ol style="list-style-type: none"> 1) Randomly 2) Student Interest 3) By Birthday or favorite color, etc. <p>Three types of groups</p> <ol style="list-style-type: none"> 1) Formal 2) Informal 3) Base
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CONCLUSION	<ul style="list-style-type: none"> • Next meeting, March 23, 2010 from 2:00 -3:00 pm. • Bill Matthews (2nd STAP Final Visit) February 23, 2010
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ACTION ITEMS	Review Handouts attached: <ul style="list-style-type: none"> • Discipline Report- Amy Cohen Efron • Chapter 6 Nonlinguistic Representations-Donald Galloway • Student Attendance Log - January
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MEETING ADJOURNED	3:40 p.m.

Minutes Submitted by:
Andrea Johnson