



BOARD OF EDUCATION
September 28, 2020
Virtual Meeting

5:00 pm Board Meeting and Work Session

To comply with the Governor's executive orders, the Board will conduct this meeting by video conference only. Members of the public may,

- *Watch the meeting via Zoom Webinar: <https://us02web.zoom.us/j/89004458713>*
- *Listen by Zoom Phone: +1-929-205-6099 with Webinar ID 890 0445 8713*

AGENDA		TAB
1.	Call Meeting to Order	Board Chair Zach Bessett
2.	Approve the Agenda	Board Chair
3.	Action Items	
	A. Approve Resolution to Approve 2020-2021 Refunding Obligations # 20-21.008	Brett Yancey 1
4.	OSBA Training	Vincent Adams, OSBA 2
5.	Next Meeting: October 12, 2020 – 7:00pm Business Meeting	Board Chair
6.	Adjournment	Board Chair

RESOLUTION TO AUTHORIZE REFUNDING OBLIGATIONS

RELEVANT DATA:

In an effort to be fiscally diligent, the District has been working with our Underwriter and Special Legal Counsel on analyzing a portion of the District’s existing debt. Current market conditions are favorable for the District and we are moving forward in a refunding effort on the following issues.

Issue:	Original Interest Rate:	Refunded (Average) Interest Rate:	Maturity Date:	Net Present Value Savings
Series 2015B	3.13%	1.405%	07/15/2024	\$ 298,215.65
2019-20 Bus Lease	3.19%	1.405%	11/13/2028	\$ 21,412.68
TOTAL:				\$ 319,628.33

Additionally, the District is anticipating entering into a lease-purchase agreement on five (5) additional school buses this fiscal year and have included the anticipated financing in this agreement. This 2020-21 anticipated financing totals \$860,000 and has a true interest percentage of 1.405%.

As required by law, the Board of Directors must authorize the issuance and sale of these Full Faith and Credit Agreements. The Board of Directors must also designate an authorized representative, underwriter and special counsel. Additionally, the Board must authorize the appointment of a paying agent, registrar, escrow agent, municipal advisor, verification agent and authorize the execution and delivery of a financing agreement, escrow agreement and purchase agreement.

RECOMMENDATION:

It is recommended that the Springfield School District Board of Directors adopt the attached resolution, as presented.

Submitted by:

Brett M. Yancey
Chief Operations Officer

Recommended by:

Todd Hamilton
Superintendent

RESOLUTION NO. 20-21.008

A RESOLUTION OF SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON AUTHORIZING THE ISSUANCE AND SALE OF FULL FAITH AND CREDIT PROJECT AND REFUNDING OBLIGATIONS, SERIES 2020 TO REFUND CERTAIN OUTSTANDING OBLIGATIONS OF THE DISTRICT AND FINANCE SCHOOL BUSES; DESIGNATING AN AUTHORIZED REPRESENTATIVE, UNDERWRITER, AND SPECIAL COUNSEL; AUTHORIZING APPOINTMENT OF A PAYING AGENT, REGISTRAR, ESCROW AGENT, MUNICIPAL ADVISOR AND VERIFICATION AGENT; AND AUTHORIZING EXECUTION AND DELIVERY OF A FINANCING AGREEMENT, ESCROW AGREEMENT, AND PURCHASE AGREEMENT; AND RELATED MATTERS.

WHEREAS, Springfield School District No. 19, Lane County, Oregon (the “District”) is authorized by Oregon Revised Statutes (“ORS”) Section 271.390 to enter into financing agreements to finance and refinance real and personal property which the District determines is needed; and

WHEREAS, the District hereby determines that five passenger buses (the “New Money Project”) are needed and it is advantageous to finance the New Money Project; and

WHEREAS, the District is advised it may be desirable to refund all or a portion of the District’s outstanding Full Faith and Credit Financing Agreement and Note, Series 2015B (the “Series 2015B Note”) and all or a portion of the District’s Financing Agreement and Note, Series 2019 (the “Series 2019 Note”) for debt service savings (the “Prior Obligations”); and

WHEREAS, the Series 2015B Note is dated December 8, 2015, and was in the original principal amount of \$4,000,000. The Series 2015B Note is subject to prepayment, in whole or in part, after December 1, 2020, with 10 days’ prior written notice, with no prepayment penalty. The proceeds of the Series 2015B Note financed the costs of acquiring, constructing, equipping and related improvements for a new administration building, related projects, and costs of issuance of the Series 2015B Note; and

WHEREAS, the Series 2019 Note is dated November 13, 2019, and was issued in the original principal amount of \$654,375. The Series 2019 Note is subject to prepayment on any Payment Date (November 13 of each year), at the purchase price set forth in the Series 2019 Note documents. The proceeds of the Series 2019 Note financed five school buses; and

WHEREAS, it is advantageous for the District to authorize and enter into a financing agreement to finance the New Money Project and refinance the Prior Obligations, and pay costs of issuance of the obligations, and enter into an escrow agreement which will authorize the escrow agent to issue full faith and credit obligations evidencing undivided proportionate interest in the amounts payable by the District under the financing agreement; and

WHEREAS, the weighted average life of the financing agreement may not exceed the estimated dollar weighted average life of the real and personal property financed and refinanced with the financing agreement.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON, AS FOLLOWS:

Section 1. Authorization.

A. Issuance and Sale of Obligations. The Board of Directors of the District authorizes the issuance and sale of Full Faith and Credit Project and Refunding Obligations, Series 2020 (the “Series 2020 Obligations”) in one or more series to finance the New Money Project and refinance the Prior Obligations. The aggregate principal amount of the Series 2020 Obligations shall be in an amount sufficient to refund all, none or portions of the Series 2015B and the Series 2019 Note and related costs of issuance, plus an additional amount not to exceed \$900,000 to finance the New Money Project and related costs of issuance. The true interest costs of the Series 2020 Obligations shall not exceed 2.5% and the final maturity shall not be more than 11 years from the date of issuance of the Series 2020 Obligations.

B. Financing Agreement. The District authorizes the execution and delivery of a financing agreement (the “Financing Agreement”), in a form satisfactory to the Authorized Representative, as defined below.

C. Escrow Agreement. The District authorizes the execution and delivery of an escrow agreement between the District and the escrow agent (the “Escrow Agreement”), in a form satisfactory to the Authorized Representative, pursuant to which the escrow agent shall execute the Obligations representing the principal amount payable under the Financing Agreement, and evidencing the right of the escrow agent to receive the District’s payments under the Financing Agreement (the “Financing Payments”).

Section 2. Financing Payments and Security. The Financing Payments for the Series 2020 Obligations shall be full faith and credit obligations of the District, payable from the general, non-restricted revenues of the District and other funds which may be available for that purpose, including taxes levied within the restrictions of Sections 11 and 11b, Article XI of the Constitution of the State of Oregon. The obligation of the District to make Financing Payments shall be a full faith and credit obligation of the District and is not subject to appropriation. The District may issue additional debt on parity with the Financing Agreement and the Series 2020 Obligations.

Section 3. Designation of Authorized Representative. Pursuant to ORS 287A.300(4), the District authorizes the Chief Operations Officer, or their designee (the “Authorized Representative”), to act as the authorized representative on behalf of the District and determine the remaining terms of the Financing Agreement and the Series 2020 Obligations as delegated in below. The Authorized Representative is authorized, on behalf of the District, to:

A. determine if all, none, or a portion of the outstanding Prior Obligations shall be refunded and take whatever action is necessary to accomplish the refunding, including establishing an escrow deposit account under an escrow deposit agreement;

B. negotiate the terms under which the Series 2020 Obligations shall be sold, enter into a Purchase Agreement for sale of the Series 2020 Obligations, and execute and deliver the Purchase Agreement;

C. establish the maturity and interest payment dates, dated date, principal amounts, capitalized interest, if any, optional, extraordinary and/or mandatory redemption provisions, interest rates, denominations, and all other terms under which the Series 2020 Obligations shall be issued, sold, executed, and delivered;

D. negotiate the terms of and approve the Financing Agreement and the Escrow Agreement, and to execute and deliver the Financing Agreement and the Escrow Agreement and appoint an escrow agent;

E. determine whether the Series 2020 Obligations shall be Book-Entry certificates and to take such actions as are necessary to qualify the Series 2020 Obligations for the Book-Entry System of DTC, including the execution of a Blanket Issuer Letter of Representations;

F. determine whether to seek a rating(s) on the Series 2020 Obligations and enter into agreements with a rating agency(ies);

G. determine whether to purchase municipal bond insurance or other credit enhancement for the Series 2020 Obligations, negotiate and enter into agreements with providers of credit providers, and expend proceeds to pay credit enhancement fees;

H. approve, execute and deliver a Tax Certificate for any Financing Agreement issued on a tax-exempt basis;

I. designate a Financing Agreement as a “qualified tax-exempt obligation” pursuant to Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the “Code”) so long as the District and all subordinate entities do not reasonably expect to issue more than \$10,000,000 of tax-exempt obligations during the calendar year in which the Financing Agreement is issued;

J. approve, execute and deliver a continuing disclosure certificate pursuant to SEC Rule 15c2-12, as amended (17 CFR Part 240, §240.15c2-12) for each series of Series 2020 Obligations;

K. deem final, approve of and authorize the distribution of the preliminary and final Official Statements to prospective purchasers of the Series 2020 Obligations;

L. engage the services of escrow agents or trustees and any other professionals whose services are desirable for the financing;

M. execute and deliver a certificate specifying the action taken pursuant to this Resolution and any other documents, agreements or certificates that the Authorized Representative determines are necessary or desirable to issue, sell and deliver the Series 2020 Obligations in accordance with this Resolution, and take any other actions which the Authorized Representative determines are necessary or desirable to finance the New Money Project and refinance the Prior Obligations with the Financing Agreement and the Series 2020 Obligations in accordance with this Resolution.

Section 4. Conditional Redemption. Any notice of optional redemption may state that the optional redemption of the Series 2020 Obligations is conditional upon receipt by the escrow agent of moneys sufficient to pay the redemption price or upon the satisfaction of any other condition, and/or that such notice may be rescinded upon the occurrence of any other event, and any conditional notice so given may be rescinded at any time before payment of such redemption price if any such condition so specified is not satisfied or if any such other event occurs. Notice of such rescission or of the failure of any such condition shall be given as promptly as practicable upon the failure of such condition or the occurrence of such other event.

Section 5. Transfer of Series 2020 Obligations. If the book-entry system is not utilized, the Series 2020 Obligations will be issued in certificate form. Then the Series 2020 Obligations are transferable, or subject to exchange, for fully registered Series 2020 Obligations in the denomination of \$5,000 each or integral multiples thereof by the registered owner thereof in person, or by the owner's attorney, duly authorized in writing, at the office of the Registrar. The Registrar shall maintain a record of the names and addresses of the registered owners of the Series 2020 Obligations. The records of the registered obligation ownership are not public records within the meaning of Oregon Revised Statutes 192.410(4).

All obligations issued upon transfer of or in exchange for Series 2020 Obligations shall evidence the same debt and shall be entitled to the same benefits as the Series 2020 Obligations surrendered for such exchange or transfer. All fees, expenses and charges of the Paying Agent and Registrar shall be payable by the District. The Registrar shall not be required to transfer or exchange any Series 2020 Obligation after the close of business on record date of the month next preceding any interest payment date or transfer or exchange any Series 2020 Obligation called or being called for redemption.

Section 6. Payment of Series 2020 Obligations. If at any time while the Series 2020 Obligations are outstanding the book-entry system ceases to be utilized, the principal of the Series 2020 Obligations shall be payable upon presentation of the Series 2020 Obligations at maturity at the principal corporate trust office of the Paying Agent. Payment of each installment of interest due each year shall be made by check or draft of the Paying Agent mailed on each interest payment date to the registered owner thereof whose name and address appears on the registration books of the District maintained by the Paying Agent as of the close of business on the record date as determined by the Authorized Representative.

Section 7. Form of Series 2020 Obligations. The Series 2020 Obligations shall be issued substantially in the form as approved by the Authorized Representative and Special Counsel.

Section 8. Appointment of Paying Agent and Registrar. The Authorized Representative is authorized to designate a Paying Agent and Registrar for the Series 2020 Obligations and to negotiate

and execute on behalf of the District the Paying Agent and Registrar Agreement. In addition, the District requests and authorizes the Paying Agent and Registrar to execute the Series 2020 Obligations.

Section 9. Compliance with Internal Revenue Code. The District hereby covenants for the benefit of the Owners of the Series 2020 Obligations to use the Series 2020 Obligation proceeds and the projects financed and refinanced with Series 2020 Obligation proceeds in the manner required, and to otherwise comply with all provisions of the Code. The District makes the following specific covenants with respect to the Code:

A. The District will not take any action or omit any action if it would cause the Financing Agreement or Series 2020 Obligations to become arbitrage bonds under Section 148 of the Code.

B. The District shall operate the projects financed and refinanced with the Series 2020 Obligations so that the Series 2020 Obligations do not become “private activity bonds” within the meaning of Section 141 of the Code.

C. The District shall comply with appropriate Code reporting requirements.

D. The District shall pay, when due, all rebates and penalties with respect to the Series 2020 Obligations which are required by Section 148(f) of the Code.

The covenants contained in this Section and any covenants in the closing documents for the Series 2020 Obligations shall constitute contracts with the owners of the Series 2020 Obligations, and shall be enforceable by them. The Authorized Representative may enter into covenants on behalf of the District to protect the tax-exempt status of the Financing Agreement and the Series 2020 Obligations.

Section 10. Appointment of Underwriter. The District appoints Piper Sandler & Co. as Underwriter for the issuance of the Series 2020 Obligations.

Section 11. Appointment of Special Counsel. The District hereby appoints the law firm of Mersereau Shannon LLP of Portland, Oregon as Special Counsel for the issuance of the Series 2020 Obligations.

Section 12. Appointment of Municipal Advisor. If desirable, the Authorized Representative is authorized to appoint a municipal advisor to the District in connection with the issuance of the Series 2020 Obligations.

Section 13. Appointment of Verification Agent. If desirable, the Authorized Representative is authorized to appoint a verification agent to confirm that the funds are sufficient to pay when due the principal and interest on the Prior Obligations which are being refunded.

Section 14. Conditional Redemption. Any notice of optional redemption may state that the optional redemption is conditional upon receipt by the Registrar of moneys sufficient to pay the redemption price of such Series 2020 Obligations or upon the satisfaction of any other condition, and/or that such notice may be rescinded upon the occurrence of any other event, and any conditional notice so

given may be rescinded at any time before payment of such redemption price if any such condition so specified is not satisfied or if any such other event occurs. Notice of such rescission or of the failure of any such condition shall be given by the Registrar to the Registered Owner as promptly as practicable upon the failure of such condition or the occurrence of such other event.

Section 15. Continuing Disclosure. The District covenants and agrees to comply with and carry out all of the provisions of the Continuing Disclosure Agreement to be entered into in connections with the Series 2020 Obligations. Notwithstanding any other provision of this Resolution, failure by the District to comply with the Continuing Disclosure Agreement will not constitute an event of default; however, any Registered Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section and the Continuing Disclosure Certificate.

Section 16. Preliminary and Final Official Statement. The District shall, with the assistance of the underwriter, prepare or cause to be prepared a preliminary official statement for the Series 2020 Obligations which shall be available for distribution to prospective purchasers of the Series 2020 Obligations. The Authorized Representative is authorized to deem such preliminary official statement final pursuant to Rule 15c2-12 of the Securities and Exchange Commission. In addition, the District shall prepare, or cause to be prepared, a final official statement for delivery to the purchasers of the Series 2020 Obligations no later than the seventh (7th) business day after the sale of the Series 2020 Obligations. After determining that the final official statement does not contain any untrue statement of a material fact or omit to state any material fact necessary to make the statements contained in the official statement not misleading in the light of the circumstances under which they are made, the Authorized Representative is authorized to certify the accuracy of the official statement on behalf of the District.

Section 17. Resolution to Constitute Contract.

In consideration of the purchase and acceptance of any or all of the Series 2020 Obligations by those who shall own the same from time to time (the “Owners”), the provisions of this Resolution shall be part of the contract of the District with the Owners and shall be deemed to be and shall constitute a contract between the District and the Owners. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Serie 2020 Obligations and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the Owners, all of which shall be of equal rank without preference, priority or distinction of any of such Series 2020 Obligations over any other thereof, except as expressly provided in or pursuant to this Resolution.

Section 18. Effective Date.

This resolution shall take effect on the date of its adoption.

Adopted by the Board of Directors of Springfield School District No. 19, Lane County, Oregon, this 28th day of September 2020.

SPRINGFIELD SCHOOL DISTRICT NO. 19 LANE
COUNTY, OREGON

Chair

ATTEST:

Superintendent

Collaborative Inquiry Differs from Traditional Professional Development

18 May, 2012 - 13:09 | [Michael Palmisano](#)

This excerpt from Michael Palmisano's *Taking Inquiry to Scale: An Alternative to Education Reform* discusses the differences between collaborative inquiry and traditional forms of professional development.

What distinguishes collaborative inquiry from other approaches to educator professional learning?

Collaborative inquiry offers an alternative to traditional educator professional learning through its approach and its results. Collaborative inquiry changes the professional learning experience by reframing how professional knowledge is constructed and applied. Professional learning is often approached as the acquisition of methods and structures developed by others outside of the classroom and the school, whereas collaborative inquiry places educators in the role of actively constructing professional knowledge through treating their classrooms and schools as sites for investigation.

Professional learning centers on investigating shared problems or questions of practice as they relate to student learning. The student learning problem, not a pre-packaged one-size-fits-all solution is the departure point for inquiry. Recurring cycles of [planning, action and reflection](#) characterize the professional learning experience. Educators engage in learning and conversation from inside their practice and build on their professional knowledge by examining and reflecting on new learning through the lens of prior knowledge and experience, new information and data, and the impact of their actions.

Collaborative inquiry engages educators in self-directed and participatory learning. **It moves beyond learning passively together to learning with and from colleagues through action, and reflection. In the supportive context of collaborative inquiry, participants explore agreements about learning and teaching, uncover tacit knowledge, and come to individual and shared understandings of how, why and under what conditions instruction and leadership yield student results.**

The results of educator engagement in collaborative inquiry speak to its effectiveness and viability as an approach to educator professional learning. [Evidence of improved instructional practice, increased student achievement, and organizational conditions](#) that support high achievement are documented in multiple studies involving elementary and secondary schools in various setting serving diverse student populations. Results also demonstrate increased teacher agency for their practice and ownership for their professional learning. The persistent problem of transferring new learning into practice is overcome by centering professional learning in practice. Through collaborative inquiry, individual and collective action becomes more intentional, coherent, and evidence based.

This excerpt has been reprinted here with permission from [Michael Palmisano](#) and NCTE.

DISTRICTWIDE LEADERSHIP TEAM

TIP SHEET

(Lighthouse)

WHAT IS A DISTRICTWIDE LEADERSHIP TEAM?

The districtwide leadership team is a group of individuals who agree to assume leadership responsibility for guiding and protecting the work focused on improving student learning in the focus area.

What is the role of the districtwide leadership team?

Identify specific learning needs to be addressed

Engage all staff in the identification of needs and determining actions

Provide guidance, direction and support for districtwide efforts to improve teaching and learning and building-level implementation of the districtwide efforts

- Provide input into the focus and design of the districtwide improvement effort
- Lead the implementation of districtwide change initiatives – a change in results for students by:
 - A change in the culture of the district and schools
 - A change in instructional practices

Monitor the implementation of districtwide change initiatives

Plan/support the inquiry/professional development

- Engage the entire staff in action research around the improvement of instruction to impact the identified student learning need

Shepherd the initiative

- Set goals and measurable targets related to changes in the environment and student learning
- Determine the specific strategies (facilitate the decision-making process. . .make recommendation and garner support. . . etc.)
- Monitor progress
- Adjust efforts and support based on progress data (mid-course corrections)

WHO SERVES ON THE DISTRICT LEADERSHIP TEAM?

- Central office staff with responsibilities related to curriculum, instruction and assessment
- Building principals
- Teacher leaders from each building who work directly with the principal to provide leadership for improving teaching and learning in the focus area
- People who have the capacity, commitment and skill set that can actually lead the work of creating mastery of the instructional initiative throughout the system
- People who believe the circumstances in which they find themselves are conducive to accomplishing the goals they hold to be personally important

KEY AREAS OF WORK

1. Identify need
2. Determine actions
3. Organize/lead training
4. Provide support for expert training in instructional strategies when appropriate
5. Organize and monitor collaborative teams
6. Collect/organize/use data on implementation to determine learning/development needs for high-level implementation
7. Collect/organize/use data on student learning in the focus area to monitor progress
8. Collaborate with external technical assistants
9. Lead the learning of the staff – facilitate collective inquiry
10. Watch closely, listen carefully

EXAMPLES *(NOT INTENDED TO BE COMPREHENSIVE)*

AREA	TYPES OF ACTIVITIES	CONVERSATIONS AT THE BOARD TABLE
1. Identify need	<p>Studying data together to determine the area of greatest learning need</p> <p>Facilitating the data study with staff at the building level</p> <p>Districtwide team working with the board and superintendent to establish improvement goals and measurable targets on at least an annual basis</p>	<p>Studying data and clarifying current status</p> <p>Agreeing upon the most important area to improve this year – the content area of greatest student learning need</p> <p>Collaborating with the DLT to identify the specific area within the content for collective focus – broad enough for collective effort and narrow enough to be able to monitor</p> <p>Ensuring the specific targets are ambitious but attainable</p> <p>Communicating confidence and commitment to the improvement goals and targets</p>

AREA

2. Determine actions

3. Organize/lead training

4. Provide support for expert training in instructional strategies when appropriate

TYPES OF ACTIVITIES

Studying research

Identifying best practices in the focus area for improvement

Selecting practices with a track record of success that are most likely to succeed in their district

Engaging others in the study and selection process as appropriate

Identifying resources needed for training and securing funding

Identifying experts who can provide training in the selected strategy

Scheduling training sessions, follow-up sessions and building-level support for implementation

Leadership team may need to learn the strategies ahead in order to support training of the entire staff – if so, scheduling and accommodating this training, practice, coaching and monitoring will be necessary

Planning the training sessions, follow-up sessions, etc., for staff training

CONVERSATIONS AT THE BOARD TABLE

Discussing recommendations from staff regarding actions to improve in the focus area

Asking questions such as:

- Does the strategy improve instruction in the focus area?
- What evidence do we have that indicates we can expect it to impact student learning in our focus area? To what degree? All students? Etc.
- What resources are necessary for successful implementation?
- How are we going to monitor implementation and impact?
- What barriers might impede successful implementation? What are we planning to do to overcome the barriers?

Establishing a schedule for reporting progress to the board

Discussing the resources needed and determining how to allocate resources to provide the necessary support

Identifying key talking points for describing the initiatives in the community as well as the expected results and how progress will be monitored and reported

Communicating an understanding of the need for external technical assistance/ expertise and valuing input from these sources

AREA

5. Organize and monitor collaborative teams

6. Collect/organize/use data on implementation to determine learning/development needs for high-level implementation

TYPES OF ACTIVITIES

Districtwide leadership team scheduling time to meet regularly to study data, monitor progress, plan professional development, plan support for building-level staff, etc.

Organizing building staff members into collaborative teams for the purpose of studying data, supporting implementation of the instructional strategy being learned, studying impact on student learning, planning lessons using the strategy, observing each other teaching and providing support for practice, studying content, etc.

Developing protocols to guide collaborative teams in planning their work together

Studying feedback from the teams to determine needs in relation to collaboration

Creating logs/protocols for teams to gather data in relation to implementation

Developing protocols for walkthrough observations of the instructional strategies

Collecting and organizing data regarding instruction

Studying data to identify needs related to implementation and providing support for improvement within the training sessions

Providing feedback to all staff

CONVERSATIONS AT THE BOARD TABLE

Ensuring time exists for the study teams. This may mean studying options for creating time for both the DLT to meet as well as time for professional development activities which includes time for the collaborative teams to meet.

Reviewing data from the collaborative teams about their work, implementation of strategies, and their observations of student performance

Interacting with the DLT regarding the needs and progress of the overall professional development activities and the work of the collaborative teams

Reviewing implementation data

Asking questions about what is being done to improve implementation and use of collaborative time

Clarifying expectations

Continuously clarifying the current status of implementation in order to know when it is reasonable to expect change in achievement

AREA

7. Collect/organize/ use data on student learning in the focus area to monitor progress

8. Collaborate with external technical assistants

9. Lead the learning of the staff – facilitate collective inquiry

TYPES OF ACTIVITIES

Identifying both formative and summative assessment tools related to the focus area for improvement

Providing any needed support for assessing student learning using these tools

Collecting and organizing data for study

Sharing data and facilitating the review at the building levels

Identifying experts available to train staff in the selected strategies

Working with the experts to ensure appropriate follow-up and support will be included in the training

Building a schedule for training and follow-up sessions

Co-leading training sessions with the external experts as appropriate

Participating fully in the training or training ahead in order to be able to share experiences as the training rolls out

Leading professional development activities at the district and building level

Meeting with (chairs) collaborative teams in the building as a means of follow-up to the professional development activity

Collecting data and information for collective study

Providing protocols for reflection on data and information

Ensuring learning gets translated into actions and next steps

CONVERSATIONS AT THE BOARD TABLE

Monitoring everything in relation to impact on student learning

Continuously communicating and clarifying the expectations for change in relation to the goal(s) and target(s)

Celebrating progress but don't claim victory too soon

Communicating the focus and the belief that "less is more"

Building a shared understanding of the need for external support and expertise

Communicating a belief about the importance of technical assistance

Keeping abreast of the work of the DLT and the progress of the staff

LAND MINES TO AVOID – TIPS FOR SUCCESS

Organizing a districtwide leadership team without carefully considering criteria for being able to contribute as a member of that team

Principals must be fully involved.

Criteria for teachers on the team might include:

- Expertise in the content area of focus
- Strong instructional background
- Perceived by others as having strong instructional/content background
- Respected by other staff
- Committed to improving teaching and learning for all students

Assuming that collaborative teams know how to “collaborate” just because they have been organized and meet regularly.

Thinking that a book study constitutes inquiry and collaboration.

Always assuming you have the expertise internally to identify needs and lead the training and support.

ISSUES THAT OFTEN SURFACE

- If “getting the right people on the leadership team” upsets the typical power-base in the building, there can be pushback and resentment. Open and honest communication with everyone with clear explanations about the criteria and expectations for these positions will be necessary.
- Once teachers assume leadership positions, they are often viewed by their peers as having crossed over to “administration” and are sometimes ostracized by their peers. This becomes very hard for them to handle and they will disengage from the leadership role without adequate support and nurturing.
- Collaborative teams need to be taught how to collaborate around improving teaching and learning. This will be a key role of the districtwide leadership team.
- Learning how to organize and report data to enhance the study and use of the data.
- Additional time may need to be allocated for the DLT to meet together to study research around potential strategies, plan development activities for staff, coordinate training, study and organize data, prepare support for the collaborative teams, plan for the follow-up support, etc. Board and community members do not always understand that important work for students must sometimes be done away from students. This will take a lot of communication when leadership teams are away from the classroom more often than others.
- Allocating time for professional development activities – especially time for collaborative teams to meet – often means scheduling late-starts and/or early dismissals. Again, this will take a lot of communication about the activities and results in order to build a shared belief that this time is important for the adults.