

SUMMARY OF RECOMMENDATIONS
2009-2010 Principals' Seven One-Hour Web Conference Sessions

- Web Conference I:** **Creating A Strong School Leadership Team**
This web conference will focus on the principles upon which a strong leadership team is built. It will answer such questions as: How does a strong leadership team look? What are its basic functions? How does a school organize for a strong leadership team? How does it operate?
- Web Conference II:** **Managing Classrooms Through Effective Delivery of Instruction**
This web conference will help the participant understand that a well-managed and instructionally productive classroom (free of student disruption) is the product of well-planned and consistently effective delivery of instruction as opposed to the constant imposition and enforcement of classroom rules.
- Web Conference III:** **Critical Function of the School Leadership Team: Using Data to Guide Instruction and Improve Individual Student Performance**
Participants will have benefited from the first web conference on creating a strong leadership team. This web conference will focus on one of the most critical, if not the most critical, function of the school leadership team-- using data to guide instruction and improve individual student performance.
- Web Conference IV:** **Teaching for Mastery: The Power of Re-teaching Based on Assessment Results**
Following a study of data analysis in web conference III, participants will delve deeper into learning how to provide assistance to "individual" students in order to achieve "mastery" of the subject matter. The focus of the web conference will be improving the teacher's re-teaching skills—using data results to re-teach.
- Web Conference V:** **What Principals Do As Effective Instructional Leaders**
The principal is the instructional leader. There is no exception to this rule. Participants will receive timely information on what principals of effective schools do. This translates into what effective principals do. It is not happenstance that produces a school of successful learners. This research-based presentation will be a guide for principals as instructional leaders.
- Web Conference VI:** **Effective Teaching: What Teachers Must Do**
Research has carefully documented what successful teachers do in the classroom and "in preparation" for daily teaching. This web conference will focus on undisputable activities in which a teacher must be engaged in order to have consistent success in the classroom—consistent success at raising student achievement.
- Web Conference VII:** **Professional Development: Focus -- Personal Growth**
Teachers must be willing to receive constructive assistance from an effective principal and from peers who are dedicated to improving their performance as well as student performance. This web conference will focus on the types of assistance teachers can receive within the school setting via principal observations with follow-up discussions and through peer interactions.

Recommended Topics with Supporting Indicators
from the Center on Innovation and Improvement's Rapid Improvement and Continuous Improvement Research

Web Conference I	Code	Level	Path	Category	Indicator
Emerging Topic: Creating A Strong School Leadership Team	ID01	School	Deciding	Team structure	A team structure is officially incorporated into the school improvement plan and school governance policy.
	ID02	School	Deciding	Team structure	All teams have written statements of purpose and by-laws for their operation.
	ID03	School	Deciding	Team structure	All teams operate with work plans for the year and specific work products to produce.
	ID06	School	Deciding	Team structure	The principal maintains a file of the agendas, work products, and minutes of all teams.
	ID07	School	Deciding	Team structure	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
	ID08	School	Deciding	Team structure	The Leadership Team serves as a conduit of communication to the faculty and staff.
	ID11	School	Deciding	Team Structure	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
	ID13	School	Deciding	Team structure	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
	IF02	School	Learning	Professional Development	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.
	IIA01	School	Learning	Aligned Instruction	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
	IID06	School	Learning	Periodic Assessment	Yearly learning goals are set for the school by the LeadershipTeam, utilizing student learning data.

Web Conference II	Code	Level	Path	Category	Indicator
Emerging Topic: Managing Classrooms Through Effective Delivery of Instruction	IIIA09	School	Learning	Instruction –Teacher Directed (Whole or Group) - Introduction	All teachers clearly state the lesson’s topic, theme, and objectives.
	IIIA10	School	Learning	Instruction – Teacher Directed (Whole or Group) - Introduction	All teachers stimulate interest in the topics.
	IIIA11	School	Learning	Instruction – Teacher Directed (Whole or Group) - Introduction	All teachers use modeling, demonstration, and graphics.
	IIIA13	School	Learning	Instruction –Teacher Directed (Whole or Group) - Presentation	All teachers explain directly and thoroughly.
	IIIA14	School	Learning	Instruction – Teacher Directed (Whole or Group) - Presentation	All teachers maintain eye contact.
	IIIA15	School	Learning	Instruction – Teacher Directed (Whole or Group) - Presentation	All teachers speak with expression and use a variety of vocal tones.
	IIIA27	School	Learning	Instruction-Interaction	All teachers verbally praise students.
	IIIA28	School	Learning	Instruction – Student Directed (Group or Individual)	All teachers travel to all areas in which students are working.
	IIIA32	School	Learning	Instruction – Student Directed (Group or Individual)	All teachers interact managerially with students (reinforcing rules, procedures).
	IIIA33	School	Learning	Instruction – Student Directed (Group or Individual)	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
	IIIC01	School	Learning	Instruction – Classroom Management	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
	IIIC04	School	Learning	Instruction – Classroom Management	Students raise hands or otherwise signal before speaking.
	IIIC05	School	Learning	Instruction – Classroom Management	All teachers use a variety of instructional modes.
	IIIC06	School	Learning	Instruction – Classroom Management	All teachers maintain well-organized student learning materials in the classroom.
	IIIC08	School	Learning	Instruction – Classroom Management	All teachers display classroom rules and procedures in the classroom.
	IIIC09	School	Learning	Instruction – Classroom Management	All teachers correct students who do not follow classroom rules and procedures.
IIIC10	School	Learning	Instruction – Classroom Management	All teachers reinforce classroom rules and procedures by positively teaching them.	

Web Conference III	Code	Level	Path	Category	Indicator
Emerging Topic: Critical Function of the School Leadership Team: Using Data to Guide Instruction and Improve Individual Student Performance	IID08	School	Learning	Periodic Assessment	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
	ID10	School	Deciding	Team Structure	The school's leadership team regularly looks at school performance data and uses that data to make decisions about school improvement and professional development needs.
	IIB03	School	Learning	Classroom Assessment	Unit pre-test and post-test results are reviewed by the Instructional Team.
	IID10		Learning	Periodic Assessment	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
	IID11			Periodic Assessment	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives.)

Web Conference IV	Code	Level	Path	Category	Indicator
Emerging Topic: Teaching for Mastery: The Power of Re-teaching Based on Assessment Results	IIA02	School	Learning	Aligned Instruction	Units of instruction include standards-based objectives and criteria for mastery.
	IIB01	School	Learning	Classroom Assessment	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
	IIB02	School	Learning	Classroom Assessment	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
	IIB04	School	Learning	Classroom Assessment	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
	IIB05		Learning	Classroom Assessment	Teachers re-teach based on post-test results.
	IIC01			Differentiated Instruction	Units of instruction include specific learning activities aligned to objectives.
	IID02	School	Learning	Periodic Assessment	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
	IID03	School	Learning	Periodic Assessment	Teachers receive timely reports of results from standardized and objectives-based tests.

Web Conference V	Code	Level	Path	Category	Indicator
Emerging Topic: What Principals Do As Effective Instructional Leaders	IE05	School	Deciding	Principal's Role	The principal participates actively with the school's teams.
	IE06	School	Deciding	Principal's Role	The principal keeps a focus on instructional improvement and student learning outcomes.
	IE07	School	Deciding	Principal's Role	The principal monitors curriculum and classroom instruction regularly.
	IE08	School	Deciding	Principal's Role	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
	IE09	School	Deciding	Principal's Role	The principal challenges, supports and monitors the correction of unsound teaching practices.
	IE10	School	Deciding	Principal's Role	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
	IE13	School	Deciding	Principal's Role	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
	IF01	School	Learning	Professional Development	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
	IF10	School	Learning	Professional Development	The principal plans opportunities for teachers to share their strengths with other teachers.

Web Conference VI	Code	Level	Path	Category	Indicator
Emerging Topic: Effective Teaching: What Teachers Must Do	IIIA01	School	Learning	Instruction-Preparation	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
	IIIA02	School	Learning	Instruction-Preparation	All teachers develop weekly lesson plans based on aligned units of instruction.
	IIIA05	School	Learning	Instruction-Preparation	All teachers maintain a record of each student's mastery of specific learning objectives.
	IIIA06	School	Learning	Instruction-Preparation	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
	IIIA07	School	Learning	Instruction-Preparation	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
	IIIA19	School	Learning	Instruction - Teacher Directed (Whole or Group) - Summary/ Confirmation	All teachers review with questioning.
	IIIA20	School	Learning	Instruction - Teacher Directed (Whole or Group) - Introduction	All teachers summarize key concepts.
	IIIA21	School	Learning	Instruction-Interaction	All teachers re-teach following questioning.
	IIIA25	School	Learning	Instruction-Interaction	All teachers encourage students to paraphrase, summarize, and relate.
	IIIA26	School	Learning	Instruction-Interaction	All teachers encourage students to check their own comprehension.
IIIA31	School	Learning	Instruction - Student Directed (Group or Individual)	All teachers interact instructionally with students (explaining, checking, giving feedback).	

Web Conference VII	Code	Level	Path	Category	Indicator
Emerging Topic: Professional Development: Focus -- Personal Growth	IF03	School	Learning	Professional Development	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
	IF04	School	Learning	Professional Development	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
	IF05	School	Learning	Professional Development	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
	IF06	School	Learning	Professional Development	Teachers are required to make individual professional development plans based on classroom observations.
	IF07	School	Learning	Professional Development	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
	IF08	School	Learning	Professional Development	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
	IF10	School	Learning	Professional Development	The principal plans opportunities for teachers to share their strengths with other teachers.