

# NSIP Board Meeting

Sept 29, 2011

Missouri – into standards and how it is driving redesign. New evaluation system will be in place next year. Paul is looking at which of those indicators address instructional leadership. Also getting feet wet with new time track. Have some changes in the Springfield sites and removed stipends for SAMs this year, however, all but one team chose to stay in the project. Has around 100 registered for the conference tomorrow. Kim Marshall is the keynote. The tie is around coaching.

A Kentucky SAM principal is now in a Missouri site and now the entire district is going to have SAMs. Good news on schools improving and meeting AYP.

Iowa – number of teams about the same. All are on fee for service. State conference in December. The National teacher of the year is going to be a keynote. Had some good press in Iowa and with new state department of ed leadership have been in discussion. Getting ready for a new initiative in Iowa – SAMs process is one of the components of this new initiative. Plan is a SAM for every principal in Iowa. Will be announced Oct 3<sup>rd</sup>. Then legislature will have to pass it.

Illinois – some districts have expanded. Chicago has changed leadership and when SAMs was put on hold in Chicago, there was immediate reaction from the principals. The Chicago Leadership Academy decided that the SAM principals could inform the work. Bert had a good conversation with them yesterday. Feeling better about the

work in Illinois and especially Illinois. The principals really sparked the attention of the leadership academy

Kentucky – Struggling some, but keeping afloat. We had worked hard to make our schools and districts self-sustainable before we began working on fee for service plan. As a result, many of our schools are working on their own,

Delaware – Dave can sympathize with Carol and her young leadership concerns. Delaware gone to an all-state statewide test and lots of test and technical issues. Facing bandwidth issues. All RttT all the time. RttT had SAMs in it and SAM contract finalized in April. Have had a difficult few months. SAM staff is Dave, a former superintendent, and Allison (an excellent organizer). Mark has been in Delaware several times recently for data collection, etc. RttT issues, there are five projects and all associated with coaching and leadership. Dave has invited the project directors from all of the other projects to a SAM meeting to coordinate and collaborate. Lots of good things happening. Development Coach project is a DASL project and working on evaluation tool for improving teacher practice. Working with the system on going beyond forms and deadlines to looking at using the data to inform practice. Have had Model 1 and Model 3 SAM training days scheduled. Time Change Coach training included specific to SAM and Blended Coaching. Have TCC quarterly meetings with our six TCC coaches. Partner summit for RttT and each shared all of their projects. Beginning to work on fee for service for when RttT is gone. Getting inquiries from charter schools. Dave really has a great working relationship with the Governor's office.

Louisiana – We are increasing from one to four. These got started with left over Wallace money. The word is getting out, but the funding is going to be an issue. The state supt left and headed for new “young” leadership. There is a culture change coming. Principal spent lot of time with a mother who did not like that her daughter did not get homecoming queen. Principal had a V-8 moment, I could have had the SAM work on this. All schools starting to really look at the time track data and going deeper than just making it green. They are now really getting the focus. The money is an issue, but we hope we can move forward. It is a wide open market and lots of potential. Mark commented that the principals were really thirsty for this work. Looked at an example of a principal who was afraid of feedback in the beginning, but her data dashboard is looking good and including feedback. Fifteen new schools are coming on board in Baton Rouge. Debbie Daniels and hopefully Carol Lensing will be going to work with those schools everyday. Thanks to Jean Burns for helping to push this.

Kansas – new Wallace money and they have implemented a membership fee. 3 of the 4 schools continuing.

Atlanta – ended SAMs in every school, complained to the board, board still ended the positions.

Gwinnett Co – RttT funds and put SAMs in every school. Coaching all district provided. Doing great and now providing SAMs services to DeKalb County.

Minnesota – expanding in Minneapolis. Trying to implement SAMs

DC – five schools (preschool) and are tying the SAMs program with professional development.

NC – 25 sites in Mecklinberg and tying it to their aspiring leader and leadership programs. Going to put SAMs in every school over an 8 year period. Working with the universities and are working with vice principals as data collectors.

Success at the Core.com – register. Totally free site – Great resource for coaches. Site is funded by Bill Gates. EDC was involved with it. Video quality is really good. The videos are about strategies and best practice. Links with Elmore’s work on instructional rounds. There are curriculum guides and lots of resources. Iowa’s principals really like this site. The Skillful Teacher – John Saffire (good book and Dave recommends).

Moving time track off JCPS servers to a new system. This will give us a big increase in speed and access. Also moving the website there. This will help to make upgrades faster.

Bert ask where we are with 501C3 status? It will cost \$1600 to do so and NSIP can pay for that. We are ready to be independent by June 30, 2011. Jody will send a letter to JCPS thanking them for their support and am glad that the NSIP is going to be independent.

Bert made a motion to notify JCPS that we are filing for 501C3 status and that NSIP become an independent agency by July 2012. National service fees only be waived for all current JCPS schools and those in the future. Seconded by Carol Lensing.

Motion made Nathan, seconded by Carol (Bert chair)

Bert made motion and Carol seconded – Carol – vice chair and Debbie – secretary)

Meeting turned to Brenda and Bruce to share the extended research on the SAMs project.

- Didn't have enough cases, enough time at model 3 in the first report.
- Used the last of the Wallace funding to continue the research.
- Cost – it depends was the finding and a research brief was developed to explain this response.
- These are the final reports and the Wallace chapter of this work is coming to a close. It has been a fascinating experience.
- Mark discussed the hope to continue R & D in the future with PSA.
- Intro discusses why PSA undertook the study
- Exhibits addressed the attrition of the models and research showed that both were equally likely to stick with it. Overtime (#2) more model 1 teams at a 2:1 ratio had more follow-ups. Teams that withdraw do not show a lot of difference between model 1 and 3.
- Nathan – did the study show anything about why teams were dropping. Brenda – in the first report this was addressed some and it was that changes in positions and leadership was the reason. Sometimes it is financial, new supt with new initiatives.
- Mark – this is something we have not done a good job with. We need to take a look at the exit interviews.

- Managing transitions is a hurdle and important to sustainability.
- Having the national data base is a great help.
- Having a 3<sup>rd</sup> party is a good thing. Need to have new eyes and one people do not know well to collect and analyze data.
- It would be a good idea to look at the attrition by adding to your database and add in data that will include principals who change schools, and other categories.
- Dave would like to see the data where an experience SAM comes into a new school versus a new SAM in a school.
- Exhibit 4: All SAMs and models in one pot shows that the baseline distribution has a average of 14% change, #5 – 20%age change in mean score – There continues to be an increase, don't plateau, continue to increase. There are a bunch to both sides of the average.
- #6 – 29%age change in mean score gain. All in the mix and less schools in the mix. On average - can predict that they will spend 60% of time on instruction (be cautious of using that with HS because of the number of HS in the study). On average a principal should be adding about 8 hours / week or a day. If you calculate that as 36 weeks means 36 days per year of instruction.
- Nathan suggested that with the new time track data that we could break out by descriptors and this will really add to results and impact on teaching and learning.
- Paul – using the new time track will show even better change and use of descriptors. The dashboard has really enhanced the data and how it can be used to support principals and schools.
- Mark – Brenda challenged us with the 13 %age point gain for success and over 50%. This may be a low R. What do we think?

- Last year we looked at the one year average and it took on a life. Bert is concerned about “playing the game” or getting green as opposed to what is going on inside those numbers.
- Bruce encouraged more strategic thinking about the instructional percentage and what the district and school expects. More strategic thinking about targets.
- Dave – when we make the connections between time and what happens and how it happens (teacher practice) is what really makes the difference. This leads us to getting to the core.
- Mark – I wonder if we should be more transparent about this report. This is the average increase over one, two, three years. To get away of a magic number. Have to have transparency with districts. This changed the professional development in that district.
- Missouri has modules already developed that can be linked to the needs identified by the data.
- Brenda - #8 both models were exactly the same result in use of time. #9 – still not statically significance gain. Both spent just over half of their time on instruction.
- Bottomline, you can get the principal’s numbers up with either model.
- Report helps to talk about qualitative differences, it is not the case that the greater investment in funds yields a greater increase in time. That is not the way it works. A lot of this depends on the principal’s skill set.
- Mark - ? – Explanation of the exhibit comes before the exhibit.
- Nathan – were the original SAMs more business people that educators. Brought new skills into the building and now more of

them are educators and in many cases looking into becoming principals.

- HS be cautious, can they reach 50%, likely, 60% be more cautious.
- Difference in delegation looks very different in model 3 versus model 1. Makes the changes go deeper in model 3.
- This is all about setting up efficient systems.
- Pg 21 #14 – looking at the first responder reports, what you want is a lot of 0s in the principal row. Model 1 is there because of delegating to the SAM. In model 3 principals are still first responders and it is scattered, but principals are still not at 0.
- Can the functions be redefined and play to strengths of someone in place? What set of skills does each of these functions call for? Who is in this building that could do this function? Could part of their current job be delegated? Is there anything they do that can be automated or done faster? Renegotiating these as the position/personnel changes.
- This brings it to a whole school process and to think it through. Actually a whole district process.
- Lot of districts have pushed management from district to school and this is another reason to look at first responders and move from principal.
- Dave – interested in finding out how people are restructuring jobs or this no longer worth doing.
- What takes the most of a principal's time has to be personalized to the school and the situations. Looking at what management tasks are absorbing a lot of time and think about that area of the schools' functioning, are there procedural things that we can do to reduce the management time spent on certain issues, like



discipline. Look closer at root causes and finding systemic solutions.

- Compensation issues are something that we will soon have to look at.
- Need to create a dashboard – on how management time is being spent for both the principal and the SAM. Mark uses a strategy with new schools in training looking at management issues like a teacher that sends all the discipline – SAM schedules the principal to observe in that classroom
- What is the possibility of developing a SAM calendar? Brenda suggested a task force at the national conference to look at this.
- Brenda – Delegation – analyzed key SAM features – delegation, daily meeting, time track, coaching experience – broke them out by model and by length of time and experience and skills. Delegation – there is a big difference in what they do, especially between model 1 and 3. Complications – who is in the building and what are the ripple effects from others in the buildings. Ex: APs that were not delegated as the SAM caused some complications. Union impact will be huge in some states.
- The role of the SAM and the perception of the position is different in places. The SAM is a step to the principalship and other places it is not. There was discussion about the big umbrella of SAM and whether it is a principal experience or not. Depends on how it is institutionalized.
- Brenda – Daily meeting – casualness about daily meetings and fidelity is an issue. Definite variation over time. Could almost identify stages of daily meetings. Establishing a pattern on any kind of a regular basis during first year is a hurdle. Some have

routine process. Study shared that coach observation of daily meetings is more of theatre than real daily meetings. Some of the issues here could be that there needs to be more understanding of the real purpose and how to use the information to have quality impact. There is a problem between compliance and impact. The skills of the SAM influences what the daily meeting involves. There did seem to come a point that some SAMs were at their limit of skills and understanding in the position and as part of the daily meeting. This is where the coach comes into play with both the SAM and the principal. This is something that we need to work with more as TCCs and how we can support teams to make them effective.

- If teams are not having daily meetings, questions we need to ask include: When are you reflecting? How are you using time track data? What follow-up is needed? What employee needs supervision.
- Daily meeting is about both reconciliation and follow-up and the coaching piece.
- Question on the table: Is a daily meeting realistic? What is the threshold and depth that daily meetings need to get to?
- This piece is the most outside the realm of the clerical staff member and model 3.
- Time Track – really found a wide use and appreciated by principals and is coming to the forefront as a part of the intervention. For the most part, it is working well. For new teams they were looking at the time it took to fill in a schedule and go back and reconcile and they were overwhelmed, but more experienced teams were scheduling and it is just a process to work through.

- Two attitudes – one principal just acknowledged the data and didn't spend much time on it; other principals were so focused on the data and what it tells them.
- Supervision element of sharing with the district and consequences and coaching element in increasing time on instruction and discussion about the practice stayed to close to what was concretely displayed.
- Some complaints about wanting coaching experiences to be more supportive/relaxed.
- Principal learning opportunities – there is work to be done in this area. Identify their areas for growth and professional support.
- PSA has a study that is looking at the new teacher evaluation systems. There is a concern about the role of the principal, the evaluation is going to expect more in specific and high quality coaching/ professional feedback for teachers. To-date there has not been a lot of preparation for either of the new roles in the evaluation system.
- Did not talk a lot about coaching in this report – options that need to be considered – aligning SAM activities with other professional development activities, use of the descriptors and that districts may identify their definition of the descriptor. This can bring about learning opportunities and more interest by the principals.
- Ex of descriptors Feedback to teachers – what is the definition of feedback for that district? Aligning SAM work to district work.
- Coaching currently assists with implementation, compliance and SAM process issues and is there a time when this coaching should stop?

- Any link of SAM principal data and evaluations? Looking at the time track data/ student achievement/ etc.
- Ex: Time track scheduling of an observation also has other components and scheduling the other pieces of that observation/evaluation.
- Whole brain teaching video example – rating the teaching (A – F) Calibration issue. Understand the system, using the Danielson rubrics.
- Need to look at where does coaching needs coming from and help to make links to what exists in the districts.
- Bruce – observations in the end of the report – coaching scheduling, frequency is pretty uneven. Some cases did not remember last visit or number of visits or even the coaches' name. What did people get from the coaching – bunch of short anecdotes from tips they got. No long term conversation that cycled back through themes. Some occurred, but it was not front and center in the minds of SAMs and principals. See it as idiosyncratic.
- Not saying that the coaching has not been good, but what we are trying to put on the table is that there are instances where principal spends lapsed time and spends more time on instructional leadership – what is the time changed aspect of the coaching and what does that person need and from other sources. Does this suggest tweaking the process of SAM coaching? When to conclude coaching for a team?
- Mark commented that he believed that our coaching is better than before, we still have room to grow and to link with districts goals and professional development. We need to think further

about coaching and daily meeting. Recommend article from the current New Yorker magazine: doctor seeking help of a more senior colleague as a coach. Should everyone have a coach? (title of article) A section on coaching teachers. Terrific article.

- Support for SAMs learning – pay more attention to their job.

## Cost Memo

Answer to how much it costs? It depends. Look at cost structures and job responsibilities. It depends issue depends on the funding available and the circumstances/situation.

When we charge more and do a lot of work upfront, happens really quick. Lot service in the front helps you to get there.

Question now: Length of time and involvement in the project. If we have increased time up front help and where do we start just maintenance?

This is something that we didn't have to think about this until now since most of our schools were new and this wasn't something we had to think about before. What would the principals tell us?

What impact is this having – what is that getting at? Change in teaching practice? Questions that coaches need to be asking? Are you getting there, how do you know, if you asked the teacher what would they say?

Need to consider a rubric for coaches and principals to use in looking at their time and how they are using it. How do we build this in to the framework – ans. Build it into the district. What is the expectation for the coach to look at this data and to interact with SAM teams? Rountinized? It gets to cost and with the contracts. Is this an expectation? Need to check quantitatively and qualitatively.

This is where we work with districts that can help.

Thanks and applause for Brenda and Bruce.

WT Grant on hold

2i3 – only 600 proposals – Mid October hoping to hear something.

Jim and Time Track : Team updates and tech support

- Jim has put new procedures in place
- If you don't have a training database, contact Jim.
- Jim took the board through the new procedures and is sending all members a copy of his PowerPoint. The procedures include adding schools, scheduling data collection, and time track technical support.
- Request from Jim: pace your data collections to help Jim.
- There will be a new form for team changes.
- Working on a form for inactivating a team.
- Idea about creating a facebook group for the SAM project.

Wallace final report – what have we done to sustain and scale.....

- Evaluation / PSA reports huge selling point
- Ability to have a LIG
- Why did it sustain
  - Common language and non-negotiables
  - Early wins
  - It works
  - Flexible – not a packaged program
  - Districts and schools can make it work for them
  - Pushed us to think about sustainability (timing was not good and we would be much farther along if it had not been for the timing)
  - Product that fits all grade levels and in several states
  - It is a high button: instructional leadership
  - State leadership being able to sell and provide a quality program
  - Had a conceptual framework upon which it was built and then developed how we get there
  - Changed overtime
  - Time track can instantly provide data and change in real time – data an important piece today....

*Mistake*

- *Giving 100% free upfront, should have had an investment*
- *Sticker shock when people found out what it really cost*
- *The name draws attention to the management and it should have been drawing attention to the principal*

### *Barriers got in the way*

- *Changing the context of the work – financial, accountability and alignment*
- *Misconception of this project versus a business model*
- *Working through JCPS + and –*
- *Conditions of time, state departments and districts have made the job undoable*

### *What questions remain?*

- *How do you make coaching more successful?*
- *Time to impact?*
- *Links to district initiatives?*
- *How are SAMs using their time?*

### *Benefit:*

- *Came along at a time when instruction to the front seat*
- *More unified as a group when working on the i3 grant*
- *It was a morale booster and helped us keep a positive attitude*
- *It was a bridge, we had to sell ourselves*
- *All of the work was good and gave us data we can use in other ways*
- *Helped us break the cord with Wallace*

### *Closing comments:*



*Options for most sessions at SAM conference*

*Looking at additional speakers*