

Greece Central School District
Professional Development for Administrators 2013-2014
GCSD/NYCLA Work Session

In attendance: Shaun Nelms (GCSD), Toyia Wilson (GCSD), Sharon Bonafazio (NYCLA), Sara Levine (NYCLA), Wilhelmina Glover (NYCLA)

Purpose of Professional Development 2013-14:

- To understand the main themes of Envision Greece 2017 strategic plan from the perspective of the research that went into defining them, with a particular focus on Goals 1 and 2
- To strengthen participants' connections to the strategic plan that are both personal and research based
- To build the relationship between school community members
- To build systems that operationalize Envision Greece 2017

Knowledge, Skills, Dispositions 2013-14:

- Administrators and Teacher Leaders are able to lead curricular implementation of the CCSS for literacy and math (1.1) (what the curriculum is, how it should be implemented, how it is being assessed by teachers)
- Administrators and Teacher Leaders are able to identify and monitor assessment systems that enhance student learning (RTI, AIMSWEB, Acuity, SRI, etc) (1.2)
- Administrators and Teacher Leaders will be able to support district wide capacity building for the implementation of the strategic plan (CCSS, STEM, PBIS, wrap-around, RTI, etc) (1.3)
- Administrators and Teacher Leaders will be able to use cognitive coaching as a tool to help fellow administrators and fellow teachers identify strengths and areas of opportunity for continuous improvement(2.3) (teaching and learning team walkthroughs/focus walks, conversations at building meetings, conversations at district meetings, PLCs, feedback-loops, etc)
- Administrators and Teacher Leaders will develop and support systems that foster collaboration for continuous improvement (2.3) (calendars, protocols, PLCs, PBIS/MTSS, inter-school visitation, share-out of practices at district level meetings, etc.)
- School teams will be able to identify 3 to 5 priorities for school-based professional development to support their SIP (2.4) (action plans, school professional development calendars, etc.)

Evidence

- Feedback from individual sessions (session evaluation)

- Focus groups
- End of year survey
- Benchmark questions throughout the year
- Individual SIP Conversations with SN and BDW

AUGUST

Leadership Meeting:

Leadership Breakfast (all administrators, Board of Ed)

- Present the Draft PD Calendar

SEPTEMBER: SIP Work

Purpose:

- Administrators and Teacher Leaders will develop and support systems that foster collaboration for continuous improvement (2.3) (calendars, protocols, PLCs, PBIS/MTSS, inter-school visitation, share-out of practices at district level meetings, etc.)
- School teams will be able to identify 3 to 5 priorities for school-based professional development to support their SIP (2.4) (action plans, school professional development calendars, etc.)

Leadership Meeting:

- SIP Work Session
- Operations
- Team Building
- Review and Share out Calendar
- Overview of state and local assessment data
- Establish protocol for delegation (*Powerful Partnerships*, Bloom and Kovetz) and how to share back the information.

Teaching and Learning Team Check-In:

Remind Teaching and learning teams to:

- check for progress monitoring tools
- revisit Marzano, identify evidence that supports Marzano
- check on protocols in place for PBIS school-wide kick-off and roll-out

Instructional Cabinet meetings will look at T and L team work more in-depth

Elementary Meeting:

SIP Work Session

Secondary Meeting:

SIP Work Session

Teacher Leader Meeting:

Cognitive Coaching Training Part 1

September Actual PD Delivery

Leadership:	SIP work – Establish protocols for delegation (<i>Powerful Partnerships</i> , Bloom & Kovetz)
Elementary Meeting:	AP presentation on delegation that supports SIP
Secondary Meeting:	AP presentation on delegation that supports SIP
Teacher Leader Meeting:	Opening Session, Documenting TL opportunities & Connections to SIP Work
Additional Meetings:	TL – Cognitive Coaching part 1, Adult Learning Theory

OCTOBER: DISTRIBUTIVE LEADERSHIP AND CAPACITY BUILDING

- Administrators and Teacher Leaders will be able to support district wide capacity building for the implementation of the strategic plan (CCSS, STEM, PBIS, wrap-around, RTI, etc) (1.3)
- Administrators and Teacher Leaders will be able to use cognitive coaching that will help fellow administrators and fellow teachers identify strengths and areas of opportunity for continuous improvement(2.3) (teaching and learning team walkthroughs/focus walks, conversations at building meetings, conversations at district meetings, PLCs, feedback-loops, etc)
 - Cognitive Coaching as a tool to impact school culture (linking the two bullets)
- Administrators and Teacher Leaders will develop and support systems that foster collaboration for continuous improvement (2.3) (calendars, protocols, PLCs, PBIS/MTSS, inter-school visitation, share-out of practices at district level meetings, etc.)

Other PD in October:

October 18: PBIS Training with Eber and Corsi with Building Reps, District leadership.

Leadership Meeting:

October 17, 4-6 PM

(No operations time)

- Overview of Cognitive Coaching (30 mins)

Dennis Sparks “Leading for Results”

- Marzano Review and Debrief (1 hour)

Participants break into school teams; District Office leaders in different teams (including DCIA)

- (15 minutes)Participants review Marzano for opportunities for Distributive Leadership (delegation, shared decision making, committee work, team work, consultation with stakeholders, etc).
 - Focus on Domain 4
- (25 minutes)Participants then crosswalk Marzano with their school PD plan, highlighting evidence of distributive leadership, as well as further opportunities.
 - Participants should organize this information in a way that makes the most sense to your team

Guiding Questions:

- Who is engaged in the planning process?
- Who is delivering the PD?
- Who is participating
- What is the evidence of success in your distributive leadership model? (Step 6 from last month)
 - (Let participants know we will revisit this in March)
- What does the feedback loop look and sound like? What formal and informal systems are in place?

- (Share an example from Athena High School/Jason)

- Marzano Activity Debrief (10 minutes)
 - How does cognitive coaching support the PD plan?

Reflection (10 minutes)

Modify based on session

Did this process work for you? Will you use this process at your schools?

Elementary Meeting:

October 23

30mins (Operations)

- *(Removed until later date) Check in with administrators about Teacher Leader Initiative (20 minutes)(Sheila and Toyia)*
 - *Use Rebecca Woodland worksheet; Got Data (p. 21)*
- DCIA Staff present their role (PD, T&L walks, etc. **DCIA staff needs to come up with a format for the presentation**) (15 minutes to present; 15 minutes article)
 - In advance, participants will read “School Central Office Relationships in Evidence Use”. Pick a protocol that will make it come alive. Use page 216 as handout in session. **Toyia will send guiding questions to promote connection to TL work and DCIA staff.**
- Q and A (10 Minutes)
- Distributive Leadership, Capacity Building and PLCs (20 minutes) (in two groups)
 - What changes have you seen since the summer with your teacher PLCs?
 - What’s working? What’s not working?

Debrief:

10 minutes

(make connections with Chris Sloane and Doug Pacelli)

- Administrator PLCs (Principals, APs, District Office Administrators)
 - Do you participate in a PLC? How does it help develop your capacity as an administrator?

Secondary Meeting:

October 24

(Same as above)

Teacher Leader Meeting:

10/7 to 10/10; 10/18 (PBIS)

10/21 and 10/28

Cognitive Coaching Training Part 2

October Actual PD Delivery

Leadership:	Overview of Cognitive Coaching (30 mins) Dennis Sparks “Leading for Results” (15 minutes)Participants review Marzano for opportunities for Distributive Leadership (delegation, shared decision making, committee work, team work, consultation with stakeholders, etc). Focus on Domain 4 (25 minutes)Participants then crosswalk Marzano with their school PD plan, highlighting evidence of distributive leadership, as well as further opportunities. Participants should organize this information in a way that makes the most sense to your team (Share an example from Athena High School/Jason) <i>Teacher Leader Check in moved</i>
Elementary Meeting:	DCIA Staff present their role (PD, T&L walks, etc. DCIA staff needs to come up with a format for the presentation) (15 minutes to present; 15 minutes article) In advance, participants will read “School Central Office Relationships in Evidence Use”. Pick a protocol that will make it come alive. Use page 216 as handout in session. Toyia will send guiding questions to promote connection to TL work and DCIA staff. Q and A (10 Minutes) Distributive Leadership, Capacity Building and PLCs (20 minutes) (in two groups) What changes have you seen since the summer with your teacher PLCs? What’s working? What’s not working?
Secondary Meeting:	same
Teacher Leader Meeting:	Cognitive Coaching part 2
Additional Meetings:	MS CCSS ELA, PBIS training with Eber & Corsi

NOVEMBER: COMMON CORE STANDARDS AND DDI

Purpose:

- Administrators and Teacher Leaders are able to lead curricular implementation of the CCSS for literacy and math (1.1) (what the curriculum is, how it should be implemented, how it is being assessed by teachers)
- Administrators and Teacher Leaders are able to identify and monitor assessment systems that enhance student learning (RTI, AIMSWEB, Acuity, SRI, etc) (1.2)
- Administrators and Teacher Leaders will be able to support district wide capacity building for the implementation of the strategic plan (CCSS, STEM, PBIS, wrap-around, RTI, etc) (1.3)

**** District office will provide a list of students to principals by November 15th and principals should be prepared to begin root cause analysis discussion on November 19th and 20th at Elementary and Secondary level meetings. – *Do I get this from Barbara T.'s office?***

Leadership Meeting:

November 14

Operations (30 minutes)

- ***Deleted and put in instructional News Letter Goal Setting*** Check In (building on goal setting from summer) (10 minutes) (Toyia will have mentioned goal setting in newsletter; this is the follow-up)
 - Where are you in the process?
 - How is the work with your accountability partner going?
 - Have you set your next goal?

- Application of tri-state rubric to the work (1.5 hour)

Debrief: Toyia

(10 minutes)

- How can DCIA support your school community in this work?
- How does this work fold in to your school-based PD?

Elementary Meeting:

November 20

Toyia will have conversations with selected principals to talk about what will be most useful at this meeting

Operations (30 minutes)

T&L walks report out (10 minutes) Barbara T. & Deb H.

Consultancy model (1 hour for groups of 4):

- Continue the discussion from Leadership meeting.

- Brainstorm how to support teachers who are struggling with implementing to fidelity and providing the appropriate scaffolding

(Remove to later date) (Make sure all principals have lists of students from District Office)

- (Toyia will collect work prior to session) In small groups, review student work from the first/second module using the consultancy model for looking at student work. (30 minutes)
- Transition to discussion of RTI
- (Before meeting, ask participants to bring reports, or laptops to meeting) In teams, look at first marking period data to identify tier 2 and tier 3 students and interventions to support their academic progress
 - (Tom will explain)
 - Who should I be looking at (DCIA support)
 - How do I use this data? How do I make meaning with it?
 - Support available?

Secondary Meeting:

November 21

(Same as above)

Teacher Leader Meeting:

November 25

DCIA support for Teacher Leaders with differentiation of **Module 1 or 2**

(Tom and Sandy)

- Define differentiation
- Discuss strategies to support differentiation
- AMESWEB and Acuity

November Actual PD Delivery

Leadership:	<p><i>Deleted and put in instructional News Letter</i> Goal Setting Check In (building on goal setting from summer) (10 minutes) (Toyia will have mentioned goal setting in newsletter; this is the follow-up)</p> <p>Application of tri-state rubric to the work (1.5 hour)</p> <p>Opening: Norma Vetter asked to be included in this</p> <ul style="list-style-type: none">- Brief review of the tri-state rubric (presented by Norma Vetter?? To review what was covered this summer and what principals are currently struggling with.) <p>Work Time: Marijo, Suzanne, and Diane</p> <ul style="list-style-type: none">- Break into clusters (Elementary, Middle, High) facilitated by Marijo, Suzanne, and Diane- Each cluster breaks into smaller groups to unpack a series of lessons from an upcoming module/unit through the lens of the tri-state rubric, tagging the lessons for evidence from each dimension. (BOCES will follow-up with specific lessons identified.)- Smaller groups share their findings across the lessons and participate in processing the findings at the cluster level
Elementary Meeting:	Use the same lesson from leadership to review classroom scenarios and provide feedback on the Common Core Modules
Secondary Meeting:	same
Teacher Leader Meeting:	DCIA & BOCES support for Teacher Leaders with differentiation of Module 1 or 2
Additional Meetings:	none

DECEMBER: DDI

Canceled

Purpose:

- Administrators and Teacher Leaders are able to identify and monitor assessment systems that enhance student learning (RTI, AIMSWEB, Acuity, SRI, etc) (1.2)
- Administrators and Teacher Leaders will be able to support district wide capacity building for the implementation of the strategic plan (CCSS, STEM, PBIS, wrap-around, RTI, etc) (1.3)

(1.2, 1.3)

Other PD:

December 5: Third of 3 Day long PBIS Trainings

Leadership Meeting:

December 12 (Toyia will not be present, in Dallas)

Operations (30 minutes)

**** Prior to Leadership Meeting, Leaders will be asked to bring this information, and to be prepared to explain why the students were identified**

- (40 minutes)By school, **Principals**(?)report out on trends, interventions, adjustments, and impact based on November data
 - Break into four groups (mixed levels, but by school; district staff mixed throughout)
 - Principal presents for 5 minutes(whatever they feel comfortable presenting)
 - **Protocol** for feedback (3 minutes per Principal)
 - Participants ask probing questions (principal doesn't answer, questions should push their thinking)
 - Have you considered looking at x this way...
 - What other data might you want to include?
 - Is there data that isn't available to you yet?
- (20 mins)Debrief the process (whole group):
 - What did you hear?

Hattie (Visible Learning)→ something that connects to Hattie—Victoria Bernhardt

The Power of Feedback (Hattie and Timperly)

Loop back to summer

Confirming and disconfirming evidence

(Research article to close this)

Learning recovery – consultancy protocol in leveled mixed groups

Elementary Meeting:

December 18

Operations (30 minutes)

(remove) T&L walks report out (10 minutes)

(NEW – moved from November) Teacher leader check-in (1 hour)

Set-up like the consultancy model

- *What is working well? Take to growth mindset approach – Sheila and Toyia will develop and deliver.*

We need to think about where we will put this section - In small groups, use Fish Bone Cause and Effect (or another tool) to:

- Review first 10 weeks
- Identify sub-group of students
- Use Fishbone to identify root cause analysis
- Map out interventions based on fish bone

- Got Data

- Text protocol

- DCIA activity

- Revisit Data Summit presentations?
- Assessment systems that support student learning
 - (Differentiate for Secondary level meeting)

Secondary Meeting:

December 19

(Same as above)

Teacher Leader Meeting:

December 9

(Sheila and 7 TLs out of town)

Involve DCIA in planning—think about how they can be involved in the facilitation of the meeting

- Got Data

- Text protocol

- DCIA activity

- Revisit Data Summit presentations?

December Actual PD Delivery

Leadership:	Canceled
Elementary Meeting:	Learning recovery What was the “previous state” in your school? (in school teams) What is the “current state” in your school? (in school teams) When describing your “current state” include: -What were the methods used to support students who did not demonstrate proficiency in their courses? -Were the methods effective? -How do you know they were effective? What was the impact on student performance? What is your definition of learning recovery? (in school teams) Learning Recovery Dilemma (individually):
Secondary Meeting:	same
Teacher Leader Meeting:	Consultancy protocol led by Teacher Leaders – TL dilemmas
Additional Meetings:	none

JANUARY: RTI, MTSS

Purpose:

- Administrators and Teacher Leaders will be able to support district wide capacity building for the implementation of the strategic plan (CCSS, STEM, PBIS, wrap-around, RTI, etc.) (1.3)
- Administrators and Teacher Leaders will develop and support systems that foster collaboration for continuous improvement (2.3) (calendars, protocols, PLCs, PBIS/MTSS, inter-school visitation, share-out of practices at district level meetings, etc.)

(Kitty Corsi—thought partner)

Leadership Meeting:

January 9

Operations (30 minutes)

- What is MTSS?
 - What does it look like?
 - Logistics
 - Systems
- What teams need to be in place PBIS Tier 2 and 3 (Lucille Eber? Articles that support this work?)
- Tie in to Mike Mattos (RTI)
- Transition to MTSS—how does PBIS and RTI fit together?
- How do we combine the thinking?

Elementary Meeting:

January 15

Operations (30 minutes)

T&L walks report out (10 minutes)

- APs share out PBIS learning (possibility of APs presenting at both meetings?)
 - How did the Leadership Meeting support the shift towards thinking about a multi-tiered support system?
 - Examples
- Consultancy Model to discuss identified students from November
 - (Focus on MTSS)

Secondary Meeting:

January 16

(Same as above)

**Teacher Leader Meeting:
January 6**

Lorrie Desiena
Skillful Teaching

January Actual PD Delivery

Leadership:	(PBIS) Corsi and team MTSS tier 1
Elementary Meeting:	(PBIS) Corsi and team MTSS tier 2 and going deeper
Secondary Meeting:	same
Teacher Leader Meeting:	Lori Desiena, Skillful Teaching connections to CCSS modules
Additional Meetings:	PBIS Training with Ebert and Cori (3 of 3)

FEBRUARY: PBIS

Purpose:

- Administrators and Teacher Leaders are able to identify and monitor assessment systems that enhance student learning (RTI, AIMSWEB, Acuity, SRI, etc.) (1.2)
- Administrators and Teacher Leaders will be able to support district wide capacity building for the implementation of the strategic plan (CCSS, STEM, PBIS, wrap-around, RTI, etc.) (1.3)
- Administrators and Teacher Leaders will develop and support systems that foster collaboration for continuous improvement (2.3) (calendars, protocols, PLCs, PBIS/MTSS, inter-school visitation, share-out of practices at district level meetings, etc.)

Leadership Meeting:

February 6

Operations (30 minutes)

Check in with administrators about Teacher Leader Initiative (20 minutes)(Sheila and Toyia)

- Use Rebecca Woodland worksheet; Got Data (p. 21)
- Poll everywhere (5 questions)

(Wrap around team to facilitate this session)

(Wrap around team support?—What is the language here? Internal/external coach?)

- PBIS

Elementary Meeting:

February 12

Operations (30 minutes)

T&L walk report out (10 minutes)

- MTSS
- Report out on identified subset of students. (1 hour)
 - Principals break into two groups
 - Principals will formally present to their peers progress for every student that was identified in November (10 minutes each)
 - Protocol to push the thinking
 - Example questions
 - (Got Data tool p. 21)
 - Application of this tool—or other tools that they are using in their buildings
- Calendaring activity: Support you want (30 minutes)**(Get Shaun's charts)
 - - Bring SIP

- Chart needs month by month, February through May

**Secondary Meeting:
February 13**

(Same as above)

**Teacher Leader Meeting:
February 3**

7 Teacher Leaders Turn key Learning Forward Conference materials
Invite Greece Leadership (Building based and District Office)

****Program Evaluation based on Evaluation Plan (to be finished by Oct 31)**

February Actual PD Delivery

Leadership:	Supporting collaboration while Centralizing Special Education
Elementary Meeting:	TL check in moved from October 60 minutes consultancy protocol Reflection on Teacher Leadership: How can we best use what and who we have to maximize the impact for our school? Things to think about in your reflection: •What is going well? •How can you support continued growth? •Think about struggles that have become success stories... •What are your current struggles?
Secondary Meeting:	same
Teacher Leader Meeting:	Teacher Leaders Corsi and team MTSS tier 1 and going deeper CCSS – Diane Boni developing an understanding of CC standards of research
Additional Meetings:	LA planning 2/10, 2/24 (BDW, SK & TW)

MARCH: DATA DRIVEN INSTRUCTION

- Administrators and Teacher Leaders are able to identify and monitor assessment systems that enhance student learning (RTI, AIMSWEB, Acuity, SRI, etc) (1.2)

(1.2, Pathway to College and Career Readiness/Academic Performance Indicators)

Leadership Meeting:

March 13

Operations (30 minutes)

30 minutes:

- Report out from T&L walks (Kathy/Barbara T.) (10 minutes)
- Share out piece of Quarterly report that feels meaningful/relevant to the moment (10 minutes)
- DCIA share out (10 minutes)—Present on data (Work with DCIA before presentation to make sure it's interactive/engaging)

1 hour left

Quarterly Reports

Inquiry based—(need to think of activity)—need to include Barbara T. in the planning

Connect it to where they are

How does it relate to my SIP? My team?

(work between sessions, review other quarterly reports and draft questions for colleagues)

How much data do we want to share? All data or specific data?

Best practices conversations

Rates of improvement—what do we see?

Facilitate conversations between schools—what does the facilitation look like?

Peers will ask questions in April at the stranded meetings

Leave time for debrief—set up for April

Elementary

March 19

Informal Data (Marguerite)

How to use heat map—(Sheila activity)

Secondary Meeting:

March 20

Same as Elementary

Teacher Leader Meeting:

March 6 and 7

Cognitive Coaching

(share materials from leadership meetings to make sure all information is available)

March 10

Action Research Kick-off

March 3 and 4

APPR training

(Who is doing this? Is there material to share out?)

March Actual PD Delivery

Leadership:

Elementary Meeting:

Secondary Meeting:

Teacher Leader Meeting:

Cognitive Coaching 3/6, 3/7

Additional Meetings:

TL Action Research kick off 3/10, LA planning session 3/7, 3/11 (SK & TW), LA planning full team 3/18

April: DDI (including APPR)

- Administrators and Teacher Leaders are able to lead curricular implementation of the CCSS for literacy and math (1.1) (what the curriculum is, how it should be implemented, how it is being assessed by teachers)
- Administrators and Teacher Leaders are able to identify and monitor assessment systems that enhance student learning (RTI, AIMSWEB, Acuity, SRI, etc) (1.2)
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- Administrators and Teacher Leaders will develop and support systems that foster collaboration for continuous improvement (2.3) (calendars, protocols, PLCs, PBIS/MTSS, inter-school visitation, share-out of practices at district level meetings, etc.)
- School teams will be able to identify 3 to 5 priorities for school-based professional development to support their SIP (2.4) (action plans, school professional development calendars, etc.)

(1.1, 1.2, 1.3, 2.3, 2.4)

Leadership Meeting:

April 10

Operations (30 minutes)

30 minutes:

- Report out from T&L walks (Kathy/Barbara T.) (10 minutes)
- Share out piece of Quarterly report that feels meaningful/relevant to the moment (10 minutes)
- DCIA share out (10 minutes)—Present on data (Work with DCIA before presentation to make sure it's interactive/engaging)

1 hour

Break into strands for the work (in March, they will work together)

Follow up from March meeting

Reporting out—what have we done with the data from March? Focus on accountability.

Asking questions of their peers—knowledge sharing

Fold APPR into the conversation

Debrief—

Bring back together (adjust top of the meeting to be shorter if necessary)

Elementary Meeting:

April 24

NTI Follow-up (Supporting Common Core)

Secondary Meeting:

April 24 (middle school) and April 25 (high school)

- Mattos Training

April Actual PD Delivery

Leadership:

Elementary Meeting:

Secondary Meeting:

Teacher Leader Meeting:

Cognitive Coaching 4/7, 4/9, 4/28

Additional Meetings:

Mike Mattos 4/24-25, LA planning full team 4/11, LA NYC planning 4/29, 4/30

MAY: (EVALUATION—relationship of planning and outcomes)

Purpose:

- Develop human capital
- (Need to connect to strategic plan)

Leadership Meeting:

May 8

Operations (30 minutes)

30 minutes:

- Report out from T&L walks (Kathy/Barbara T.) (10 minutes)
- Share out piece of Quarterly report that feels meaningful/relevant to the moment (10 minutes)
- DCIA share out (10 minutes)—Present on data (Work with DCIA before presentation to make sure it's interactive/engaging)

Purpose of evaluation/Check in about the year-long PD

Leader self-assessment

How did the PD help them this year—building skills and dispositions

Program evaluation

Check in on their goals

Opportunity to model something they could bring back to their schools

Work in teams to develop where they want to take it

Elementary Meeting

May 14

Make connection between planning and Common Core

Reflect on how they directed their resources, how activities are connected to outcomes

What factors affect outcomes, whatever those outcomes are

Agency of them as leaders

Resources available (across buildings/levels)

Agents of Change

Secondary Meeting

May 15

Same as Elementary

Teacher Leader Meeting

Cognitive Coaching 5/19 and 5/29

May Actual PD Delivery

Leadership:

Elementary Meeting:

Secondary Meeting:

Teacher Leader Meeting: Cognitive Coaching 5/19, 5/29

Additional Meetings:

June Actual PD Delivery

Leadership: none

Elementary Meeting: none

Secondary Meeting: none

Teacher Leader Meeting: Cognitive Coaching 6/9

Additional Meetings: TL Action Research project 6/23