



**Board of Directors' Work Session
February 1, 2024 at 6:30 PM
District Office, 210 N Park St.**

1. Call meeting to order
2. Flag salute
3. Modifications to the agenda
4. Approval of the agenda
5. Superintendent report
6. Board training on classroom visits
7. Next meeting – February 21, 2024 regular meeting
8. Adjourn

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 509-685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

Board Work Session

February 1, 2024

Classroom Visits /Classroom Walks-through

**What gets inspected, gets
expected.**

**If you are not there,
“they” think you don’t
care.**

Critically, classroom observations must not
cChewelah School District's Promise:
observations must not focus on what tr

**“We teach to ready our younger
generations.”**

and in a culturally appropriate
contextualized manner. Therefore, receiving
low-stakes, high-support feedback, such as
from observation, allows the teacher to be
able to reflect on his or her in-class

If you're not leading
change, you're not
leading (Change Leaders).

Context of Change - model, maintain focus, require data,
require criteria/research for selection of new practices.

Board Goal:

By June 2024, 75% of all students P-12 will achieve proficiency in core subject areas as measured by SBA/WCAS or district level, standards-based assessments.

Policies: Assessment 2001
Professional Learning 5520

Strategic Plan

Board Vision & Written, Taught & Tested

DIP (District Improvement Plan)
Superintendent Goals

SIP (School Improvement Plans)
PLCs

Tightly held/aligned - loosely held/aligned?

H0-Change/Notes on Change

83% of adults change related to an immediate need.

Adults differ in life stage, career stage, psychological development, training & experience, leadership needs, and cognitive, personal & professional orientation to learning, so . . .

Concept Based Adoption Model

Stages of Concern -HO

Change Facilitator Stages of Concern -HO

The background features a dark blue-grey area on the left and a series of overlapping, semi-transparent green shapes on the right, creating a modern, geometric aesthetic.

**MAXIMIZING STUDENT
ACHIEVEMENT through
PRINCIPAL WALK-THROUGH**

Teachers are the most influential element in the education of students, however, the direct responsibility for improving learning rests in the hands of school principals.

Having a first rate school without first rate leadership is impossible.

It is absurd to think that teachers can deliver and maintain stimulating environments for their students without the same level of attention being given to them, their professional growth, and their learning (S. Sarason).

Studies by Gray & Frase (2003) reported:

Principals viewed WT as effective = 88%

Principals reported WT changed supervisory practices = 100%

Principals reported WT increased feelings of trust w/staff = 88% (teachers reported =61%)

Principals reported that WT increased teacher motivation by 94% (teachers reported 63%)

Principals reported that WT increased understanding of teachers' work by 72% (teachers reported 100%)

The PURPOSE of principal WT and reflective feedback is to increase student achievement through teacher growth and reflection.

Reflection is the gift.

WT is NOT about looking for strengths and weaknesses, rather looking for teacher DECISION POINTS and thinking about possible follow-up conversations.

Why? Growth & commitment, good decision making, intrinsic motivation, community of collaboration & trust, capacity building.

Process:

3-5 minute classroom visit, 3-5 times a week, not conversation w/teacher or kids, record only for YOUR purpose and NOT a file and NOT while in the classroom.

LOOK FOR:

Engagement

Content-what is the instructional goal?

What teacher decision(s) was made about curriculum? Is this a district learning target?

Context-what teacher decisions are made re: instructional practices?

Assessment -what practices/assumptions?

Cognitive level -Webb's DOK (CCSS)

Walk the Walls

Safety Issues

Questions/thought process after walk-through:

What would be helpful to teacher growth?

If feedback is given, would it be about curriculum, instruction, assessment?

Would Direct, Indirect, or Reflective Question be most appropriate for this person? When?

5 Dysfunctions - don't let this be the culture!

- ▶ Build Trust vs. Lack of Trust
- ▶ Mastering Conflict vs. Fear of Conflict
- ▶ Achieving Commitment vs. Avoiding Commitment
- ▶ Embracing Accountability vs. Avoiding Accountability
- ▶ Focusing on Results vs. Inattention to Results

- ▶ Patrick Lencioni *Overcoming the FIVE Dysfunctions of a Team*

When **planning** to meet the Board/District's **achievement goal of 75% proficiency** and **thinking** of the varied actions that impact achievement, what is the **criteria** you use to decide which action(s) will have the **greatest impact on student achievement?**