**2/8/2012 1:41:06 PM**

**From the desk of Mr. Hawkins**

**HMS Assistant Superintendent**

# Leadership Team

Cabinet

Principals

(17) Teachers- 1 from each building that represent all four content areas. High School will have (2- math and Eng.)

Members of the *leadership team,* key leaders from throughout the system (central office administrators, campus administrators, key teacher–leaders), will work through a cohesive set of protocols designed to engage *strategic levers for change* in strengthening existing district structures to provide the necessary support for a standards-based instructional system. This work, by necessity, is front-loaded into the first year of each development cycle and is followed by continuing employment of strategic levers and regular monitoring of structures to ensure alignment to and achievement of the purpose of each structure. (Note: The work of the leadership team overarches all teacher work in all content areas, so it is critical that teacher representation on this team be from all core content areas.)

***(January 25th 2012)*** *Assessing and Advancing the Implementation of the Common Core State Standards: A set of strategic levers:* Key leaders, representing all levels of the district system and including district and campus administration and lead teachers, will engage in structured collaborative conversations about the implementation of the standards. After identifying the current state of district structures and practices, this representative group will craft recommendations to district decision makers (the design team) for advancing district wide implementation of the Common Core State Standards for mathematics and for English language arts—and of analogous standards for science and for social studies when they are available *(a total of 1 day for the leadership team for all 4 core content areas).*

***(January 26th 2012)*** *Systems Thinking/Systems Changing: Key leaders, representing all levels of* the system and including district and campus administration and lead teachers, will engage in a change simulation designed for use by collaborative teams. Participants will gain a deep*er knowledge of the change process and will expe*rience planning for—and leading—organizational change *(a total of 1 day for the leadership team for all 4 core content areas).*

***(February 7th & 8th)\**** *Study the Standards:* This same session is also listed in the teacher strand. In this session, representative teachers and leaders will work toward a deep level of understanding of the purpose, intent, depth, and clarity of the standards. This session is also designed to foster among teachers and leaders a sense of urgency and commitment to engage in an ongoing study of the standards on campuses and throughout the district. Teachers and leaders will practice using both horizontal and vertical alignment tools that can be leveraged among groups of teachers to build a common understanding of the standards and to strengthen system wide capacity for continuing study of—and alignment to—the standards *(see below in teacher strand for total number of 1­*day sessions*).*

***(February 9th)*** *Structures to Support the Guaranteed and Viable Curriculum:* Campus principals, instructional coaches/lead teachers, and district instructional leaders will engage in a process to identify and analyze the current state of critical structures (*processes and procedures) that are* necessary to support 1) the ongoing work of teachers in developing and implementing the District Curriculum Framework and 2) the collaborative endeavors of professional learning communities throughout the system *(a total of 1 day for the leadership team for all 4 core content areas).*

S*upporting the Professional Teaching Model:* Campus principals, instructional coaches, and district instructional leaders will develop an understanding of the purpose of the Dana Center’s professional teaching model (PTM) process and will determine and commit to actions that support implementation of this process throughout the system *(a total of 1 day for the leadership team for all 4 core content areas).*

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***(August 2012)*** *Classroom Walkthrough for Continuous Improvement (CWTCI) technical support:* Campus principals, instructional coaches/lead teachers, and district instructional leaders will refresh their understanding of—and/or learn how to implement—the Dana Center’s revised *Classroom Walkthrough for Continuous Improvement* processes and tools.Through engaging in video practice walkthroughs, participants will strengthen their understanding of the CWTCI data-collection “look-fors” (aligned to the expectations outlined in the CCSS and other standards). Participants will also learn a protocol to support their continued conversations with colleagues focused on the revised data-collection look-fors *(a total of 1 day for the leadership team for all 4 core content areas).*

*Strategic Levers Revisited:* Members of the leadership team will reflect on the current status of their plan to implement the standards. By benchmarking their progress against their original planning documents, leaders will continue to refine their strategic plan for advancing implementation of the standards throughout the system *(a total of 1 day for the leadership team for all 4 core content areas).*

*Strengthening and Monitoring Structures:* Leaders will examine the district’s current capacity to support and implement the District Curriculum Framework and will revisit/refine the structures to support the instructional program and the professional learning communities among their teachers around implementation of the District Curriculum Framework *(a total of 1 day for the leadership team for all 4 core content areas).*