Policy Options Regarding the Supervisory System

Of

The New Age Regional High School District

Fall, 2010

<u>A DOCUMENT FOR DISCUSSION</u>

A PROPOSAL FOR
STRENGTHENING PROFESSIONAL LEARNING

Summary:

Some of the major points that we believe were important to re-evaluate in the document were:

- The level of collaboration exhibited by key stakeholders
- Analyzing roles and responsibilities of administrators and other stakeholders in order to provide additional support for teacher and student learning
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IN THE NEW AGE REGIONAL HIGH SCHOOL

The Board of Education contracted with Columbia Associates for Action Research, inc. for a study, the purpose of which is

To study the organizational structure of the New Age Regional School District in light of the new legislation governing schools in New Jersey; namely, the budget caps on items charged to the administrative account.
This study will scrutinize the following areas: administration, supervision, professional development and delivery of instruction in order to present options to the Board of Education which will result in compliance with the new legislation while preserving the current student opportunities and services.

While a full range of modifications and adjustments were examined during the course of this study, after careful consideration, the researcher determined that the primary focus should be on the system of academic supervision and professional learning. There are two major reasons for this decision: fiscal significance and educational significance.

First, with respect to the educational significance of the change, the supervisory system needs to move from the traditional clinical perspective to the more contemporary, constructivist perspective based on skills for the 21$_{st}$ Century; namely, collaboration, active problem solving, project based learning and the use of digital communication tools. By changing the supervisory system as a primary process through which teachers learn, the district can strengthen adult learning and model the learning process it has nurtured for the classrooms. Thus, while this change in the supervisory process may have been precipitated by fiscal concerns, this particular proposal is essentially about education of adults and students in the high school district. These recommended changes will strengthen the district and provide a basis for its continuing growth in the 21$_{st}$ Century.

With respect to the fiscal consideration, changes in the supervisory system have a dual

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advantage: they both reduce gross expenditures, and they provide for moving the district ahead educationally. In other words, the change is not simply a reduction in expenditures, nor is it a minor modification in the traditional practices of the district. Rather, this proposal represents a significant educational improvement.

The supervisory system represents the single highest expenditure among the options considered and the most labor intensive system. It is also an element of the school that can be improved and a change that can be undertaken within a reasonable period of time so that budgetary adjustments can be aligned.

The second reason is that while the supervisory system relates to the organization and conduct of instruction, unlike other changes, modification of the supervisory system does not call for immediate, direct changes in classroom instruction. It provides a collaborative process that will over time stimulate changes in instruction, but it leaves the specifics of those changes open to professional collaboration over time. Direct changes in the instructional system would require a more intensive effort, a longer time span, and less certain implementation. At the same time, modification of the supervisory system should stimulate professional learning and thereby lead to an invigorated instructional system.

~~In simple terms, with regard to other possible changes and other possible adjustments in patterns of staffing, through consultation it was determined that the school district needs two principals, one for each campus of the regional high school, although they need to be more collaborative and more engaged in instructional leadership; needs the 2 current assistant principals on each campus, with added personnel if their roles are expanded in order to engage them more directly in instructional leadership; needs a director of guidance, whose central role should be acknowledged; and also needs a director of athletics on each campus and a director of special ed. Looking for savings by eliminating any of these positions does not seem wise.~~ Is more leadership required or better leadership?

While the Board of Education makes a range of decisions that covers an array of topics, the primary function of the Board is to make strategic policy decisions in connection with

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the Superintendent that will determine the course of the district as a system of education. The decisions should support the overall mission, vision, goals and objectives of the district. Deciding at this time on the design of the supervisory system is one of those strategic decisions.

As a policy decision, the Board of Education needs to consider the trade-off between implementing desirable changes and the likely disorientation of professionals engaged in those changes. Can we make this a more positive statement? In short, the question is how much change the system can undertake at any given time. Attempts at too many changes will likely disorient the professionals and jeopardize some elements of the system that represent a high level of functioning. The proposed modifications in the supervisory and professional learning system represent a significant change in the professional life of the school. Given this proposed change and the recent changes in the process by which students gain access to advanced courses along with the introduction of the new information management system, ~~any further changes might generate a level of stress that would be dysfunctional, especially for the leadership at the campus level. In other words, further changes might lead to system overload: more activity than the leadership could effectively manage.~~ it is critical that the culture of the school district be considered and that priority be given to those decisions that will spawn the greatest impact on student and teacher learning while minimizing staff overload. ~~It is important to concentrate effort and goodwill on the modification of the supervisory/ learning system, because the proposed changes are intended to focus on matters that represent substantial aspects of professional leadership in the schools, as noted below.~~

In order to make these changes a more positive experience for all concerned, the administrative leadership of the district needs to develop a somewhat detailed transition plan of activities that covers a span of five years, beginning with the current school year. A simple outline, indicating the nature of such a transition plan is attached. The plan will include persons responsible for specific activities, along with the expected dates of completion.

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<u>Purposes of the proposed modifications</u>
<u>in the supervisory/ learning system</u>

The strategic decision now facing the Board of Education should be considered in the context of four policy criteria, which are based upon previous conversations with the Board itself. As the Board has noted, the policy should be designed with the following criteria in mind.

> To promote and develop greater teacher professionalism
> To promote and develop students as 21st Century Learners and Thinkers
> To promote leadership for the 21st Century Digital Age
> To promote collaborative professional learning
> To impact instruction positively while reducing expenditures

~~If there were no concern for system overload, then it might be appropriate at this time to consider the matter of programming of courses. For some time, American high schools in general have pursued a model of curricular organization referred to as the shopping mall model. Each teacher proposes whatever boutique course that captures a special, personal content interest. Instead of focusing on English I, II, III and IV, for example, specialized courses of all sorts have been added for student choice. In many respects these courses represent a high level of scholarship and engagement, and they represent the best of teacher professionalism. The problem with this approach came with the arrival of state content standards. In some instances these courses incorporated and exceeded a common set of standards, and in other instances they did not. Decisions about course offerings have been resolved in the market place of student choice; courses that enrolled a minimum number of students were offered and courses that failed to engage students were dropped. But, the specialized courses, properly or improperly, were not usually judged in terms of their academic scope, their alignment with content standards, and their function in a coherent curriculum. This is not to argue that students were dis-served, only to note that there are options for curriculum design that might provide a more coherent curriculum and one that requires a different pattern of staffing.~~ ~~Curriculum component?~~

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Developing the five policy criteria would need to include a visit to course programming. A cohesive course program that supports the policy criteria should be investigated. Programming should take into consideration the standards and learning strengths and styles of all children.

~~At the same time, under the rationale that such arrangements made instruction more effective, standard courses were organized into several different levels, such as "regular" courses and "honors" courses for English II. In addition, there were often separate courses for vocational students, as well as for handicapped students. In functional terms, therefore, a course such as English II might be offered in as many as five different versions.~~ *This approach was based on the assumption that student ability and/or interest should be differentiated, originally to sort out students who planned on college from those who did not. The original intent was to modify or differentiate both the content of the courses and their pedagogy. As a matter of fact, what has generally happened is that the content has been abbreviated, but the process of instruction has not substantially changed from one level of a course to another. One English II class, for example, looks pretty much like other English II classes, except for the content and, sometimes, the nature of the work completed by the students.* ~~(Didn't Dr. Smith speak to his discourse about "differentiation"? Do we want to modify this???) yes- but do we want 5 versions of the class? We want common standards.~~

Contrary to ~~this~~ a pattern of specialization and differentiation, the counter movement at the national and state level has been to endorse a common set of content and performance standards for all students; in other words, to reduce individualization through course differentiation. Given these common standards and the requirement that all students must pass the same state exams, one must question the existence of the differentiated courses per se. The issue is largely a matter of access to knowledge. In mathematics, for example, all students must pass the same state exam, but when courses are organized to differentiate and the content is specialized, some students do not have access to the knowledge (mathematical concepts) necessary for passing the state mandated test. When students fail the test they are given some type of supplemental instruction, which often includes the topics that had been excluded from the courses they had taken. The students

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in these instances would be better off, if they had had access to the content that was traditionally considered college prep mathematics, as that is the content incorporated into the state test. With these State and Federal expectations in mind, the level of rigor and relevance associated with course content must be reexamined.
Is this a form of AIS?

Responding to differences in students competencies and interests has taken a somewhat different tact since the arrival ~~of the computer~~ technological era. Christensen et al, who talk about digital tools as being a disruptive innovation that will significantly change the process of schooling, suggests that digital tools now make it possible to "customize" education so as to respond more effectively to differences among students. In other words, instead of differentiating the curriculum through course levels and a choice of courses, schools will soon differentiate instruction by customizing classroom activities; that is, instruction itself will become more student centric. Moreover, since most students are acclimated to the technological era, it will be necessary to develop content that uses technology as a resource to support student learning. This will require many teachers to think differently about lesson planning and how to best support student learning with the use of technology.

Problems created by differentiated instruction through course modification are often most evident in mathematics. The reason for this difficulty is that student performance is highly dependent upon the nature of the instruction the student receives, as students are very unlikely to learn mathematical concepts informally outside of formal schooling. While mathematics is perhaps the most problematic, the same notion can be applied to other areas of the curriculum, There is the need to review the shopping mall pattern in the context of standards-based curriculum and the possibility of "customizing" student learning within a classroom, thereby making the curriculum accessible to all students. In short, the school should review the practice of having numerous levels of the same course and a variety of options as a main strategy for differentiating instruction. Many of these courses function as singletons in the school schedule. Such a change might lead to instruction that is more aligned with content standards. ~~and also a reduction in the number of courses with small enrollments. Dropping low enrollment courses might~~

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~~make it possible to maintain and/or reduce some teacher loads so that instruction could be more "customized."~~

In this report, with a nod to system overload, we make no specific suggestions about how the course offerings might be modified. At the same time, however, the suggestions about new professional learning opportunities are aimed at developing the school's capacity, both physical and intellectual, to offer a more student-centric program and customized learning in the courses that are offered.   We also suggest that the campus leadership should begin conversations about undertaking such a program review in an effort to move towards more customized instruction.
I think we should have benchmarks and not leave it up to them.

Policy Options for New Age Regional High School

Given the desire to make some changes in the supervisory system, there are essentially two broad options that have been discussed within the NARHS district. These are noted below.

1. Consolidate Positions within the traditional academic supervisory system that emphasizes official expertise focused on induction/ inspection/ and clinical supervision.

OR

2. Modify the traditional academic supervisory system and strengthen elements that promote collaborative professional leadership among teachers, while also meeting traditional legal obligations.

The nature of this choice can be put in a context. Prior to the emergence of the American comprehensive high school, there was very little by way of a supervisory system in the business sphere. This was true for two essential reasons. First, the assumption was that workers were economic rationalists, who worked primarily for money and who earned

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money on a piece mill basis; that is, workers attempted to complete the most pieces they could, since they were paid for the number of items they completed. Given such an incentive system, businessmen assumed that workers would work as hard as they could to earn as much as they could; thus, there was no need for supervision of workers.

 Second, there was no measure of how many pieces a worker should complete during a given period of time. There was no formula or job description to be enforced by a supervisor. With the arrival of Frederick W. Taylor and his notions of time and motion studies for physical labor, or scientific management as it was called, management could determine how many units of work an individual should complete, whether it was shoveling coke or loading pig iron ingots. Taylor's formula most often called for substantial increases in the number of work units completed. The increase was possible, because Taylor understood the function of fatigue in the performance of physical work. Instead of working as hard as they could for a short period, workers needed to pace themselves with rest periods and work for a longer period of time at very minute physical tasks. Once the work formula was known, there was a need for a supervisor, who would both teach the workers the formula and observe their compliance with the formula or job specification. This scientific management incorporating the standardization of work, for reasons of efficiency, was incorporated into the school system. In the early years, since many young teachers had scant professional education, the presence of supervisors in schools served a needed function. There chief responsibility was to induct new teachers, much as is true today.

In the 1960's the schools made an effort to move beyond heavy direct inspection of "workers" and insistence upon job compliance. Educators made an effort to professionalize supervision. Instead of using the shop steward as their model for supervisors, educators cast the supervisor in a doctor/ patient relationship. Instead of enforcing a work formula that defined good lessons, the supervisor was expected to listen to and observe the "patient's" symptoms and offer the prescription of some curative. The clinical model of supervision is predominant in schools. As was true with the shop steward model, at its core there remains the inequality of expertise: the supervisor knows and the supervisor needs a cure.

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Instead of the assumption of inequality, notions of collaborative work among teachers rest upon a very different assumption: the assumption that competent peers can share expertise, can learn from their practice, and that leadership among them can be distributed on a functional basis. In other words, there is no need to select an official leader who is assumed always to know more than the other members of the group. Given a high level of expertise among group members and the variability of problems to be considered, leadership is exercised as the situation requires. At different times, different individuals exercise leadership. In truth, this is what happens today in most departments, even though there is still an official supervisor. It needs to be noted that collaborative sharing of expertise and learning with one's peers is not intended to serve the legal requirement of official supervision and evaluation. The functions of professional learning and evaluation are separated, so that teachers collab*orate and learn outside the supervisory process.*

To adopt a policy that would "consolidate positions within the traditional academic supervisory system" would leave in place the inequality of the clinical system and would thereby undermine efforts to promote greater problem solving and collaboration among mature teachers. By its very design and logic, the traditional supervisory system focuses upon unequal, inexperienced individuals, even though the greatest number of teachers are mature and often are as highly educated as the official supervisors.

The policy choice before the board of education is whether to continue the system of assumed inequality or to endorse a more collaborative system.

Just by way of note, in recent years most beginning teachers in the school district have either left the district prior to the award of tenure or have been awarded tenure in the system. Few have been denied tenure as a result of the supervisory process; thus, consideration may need to be given to another method for improving teacher learning and professional development. concentration of attention may be unwarranted.st of claims for The Current System

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The following list of claims or official functions of the academic supervisors is derived from interviews with the current roster of academic supervisors, interviews with the principals, with directors, and with some leaders of the teachers' association. While each individual supervisor may perform most, but not all, of the functions and while each supervisor may conduct them in different ways, the set of claims represents the activities of the supervisors as a group. As such, these claims define the academic supervisory system.

Assuming that these functions reflect tasks that are necessary for the proper functioning of the school, it is this set of activities that would need to be provided in some form, if the current supervisory system were to be modified or changed.

According to information gained through interviews, the supervisory system for academic personnel incorporates the following functions.

1. Provides new teacher induction into school culture
2. Facilitates instruction; responding to teacher needs and student needs
3. Supports technology integration
4. Provides expert opinion in curriculum development
5. Assi(DELETE-ts in the administration of t)he schedule and budget
6. **Buffers teachers from parents** **Works to establish a positive home-school connection**
7. Assists student placement/ waivers
8. Convenes department
9. Provides liaisons with professional associations
10. Monitors small learning communities
11. Reduces variation among class sections through exams and scoring rubrics, along with direct classroom visits
12. Screens applicants and leads selection process
13. Advocates for Big Picture; articulates a common vision
14. Approves professional development plans for individuals
15. Provides direct supervision of classroom performance and the evaluation of teaching

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Challenges or Dysfunctions of Current Supervisory System

Just as each system has a set of positive consequences that impact life in the school for the better, the supervisory system also has features that lead to less positive consequences or dysfunctions. Again, according to the information gained through the interviews, the current supervisory system incorporates the following dysfunctions. Any new supervisory system should address these dysfunctions and attempt to ameliorate or eliminate these consequences that result from the operation of the current system.

1. Removes the principals from active and evident instructional leadership.
2. Separates leadership for special needs from content leadership.
3. Provides weak accountability due to uncertain authority among supervisors, the superintendent, 2 principals, and an inter-district curriculum director.
4. Focuses administration on state tests results, not on programs and instruction.
5. Emphasizes induction of new teachers, rather than the continuous growth of all teachers.
6. Emphasizes hierarchical nature of leadership, rather than its moral and distributive features.
7. Focuses on clinical model for individual problems, in lieu of collaborative problem solving among professionals.
8. Casts curriculum development as cyclical and the production of experts rather than as a continuous process among professionals.
9. Encourages professional development plans as a ritualistic exercise, rather than as a commitment directed at instructional improvement for greater student performance.
10. Encourages shopping mall program of singletons at the expense of a strong common core of academic subjects.

Features of A MODIFIED Leadership System

The proposed modified system for the professional development of all teachers will have

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5 elements, which recognize the functions of the traditional supervisory system, while providing for greater collaboration among all teachers and a sharper focus on leadership for curriculum and instruction. The elements of the system are noted below and will be discussed in the following sections.

       1. Leadership for New Teacher Induction
       2. Leadership for Curriculum Research and Development
       3. Leadership for collaborative Lesson Development
       4. Leadership for Technology and Instruction focusing on 21st century skills.
       5. Leadership for New Curriculum Emphasis: Interdependency and Globalization

This modified system would promote a new system of professional development for all teachers. Currently each tenured teacher initiates an individual professional development plan. These plans seem to be very broad and not focused on any set of stated priorities. Teachers generally report that they propose to pursue an interest they already held, instead of venturing into some new area of learning related to a district plan or goal. Moreover, teachers report that very little time is devoted to collaboration within and across disciplines and grade levels. Under the modified system, in order to highlight the priorities of the district, a group of collaborating teachers ~~each teacher~~ would be encouraged to work within one of the 5 elements of the new system. If a representative from the group ~~individual~~ had an interest or an innovative idea that was not directly aligned with any one of the 5 elements, that individual could propose a unique plan to the Director of Secondary Education for approval by the superintendent.

It should be noted at this point that all comments about the nature of instruction and classroom behavior are based on research conducted outside this study. Consistent with the contract for this work, no actual observations of instruction were conducted during this study. As a result, some comments may need to be modified somewhat to fit the specific context of the schools.

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1. Leadership for New Teacher Induction

The function most often claimed by and for the current supervisory system is the induction of new teachers. The need, according to the interviewees, is to provide the new teachers with a sense of what is expected of them in the particular context or culture of New Age Regional High School. The single greatest problem in most schools is the variation in instruction within a school or district. Some students receive exemplary instruction and a comprehensive in-depth intellectual adventure in a substantive area, while other students in the same area have a less than superior experience. The problem generally is not that the professionals are unable to provide superior instruction for all students; the problem is the failure to share the professional expertise that exists within the school or subject matter area. New teacher induction provides an opportunity for the sharing of expertise in a way that will strengthen the entire program. At the same time, most induction programs are limited to the participation of new teachers; thus, a chance for mature teachers to learn while inducting new teachers is often lost.

The purpose of the new leadership approach is to empower and engage teachers in order to improve student outcomes. In addition, collaborative approaches will enable teachers to create standard based lesson plans that foster creativity, and inquiry. The role of administrators in this process will be to facilitate, foster questions and assist in the collaborative process.

By providing a perhaps we should include others from elementary?Director of Secondary Education to lead in this process; by extending the services of the Curriculum Center; and by providing more sustained contact with a set of mature teachers, the induction process can be provided in a more powerful system – one in which both non-tenured and tenured teachers learn from each other about instruction.

Non-tenure teachers would be organized into Lesson Study Cohorts that sustain themselves for the teaching career first and second year of the non-tenured teacher's appointment. The Lesson Study Cohort would be comprised of 2 or 3 non-tenured teachers from one or more departments; a similar number of mentor teachers; a similar

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number of Master Teachers provided by the district; and a set of up to 7 Senior Teachers from across the departments of the school. By organizing a cohort of this composition and focusing it on lesson development, both non-tenured and tenured teachers can learn from each other as they construct one or more exemplary lessons to be taught by the non-tenured teacher. Should this become a pay-it-forward expectation, where the newly tenured now takes over and mentors the non-tenured?

The current orientation and support provided by the Curriculum Center would be extended for an additional year. The limited number of classroom visits currently made to non-tenured teachers by staff from the Curriculum Center would be supplemented and/or replaced by a set of visits by Master Teachers hired by the district for this purpose. These individuals could come from rosters of retirees, from teacher preparation programs at local universities, and/or professionally trained individuals who are not currently in full-time service.

The current program of Mentor Teacher would be extended for a second year.~~at the option of the non-tenured teacher.~~

The Curriculum Center's initial activity involving their staff and new teachers in Lesson Study would be modified in two ways. First, Lesson Study would be modified to incorporate a set of Senior High School Teachers who chose this participation as their personal professional development activity. These Senior Teachers would participate for a 2-year period, prior to the non-tenured teacher's third year in which administrators would make a tenure decision. ~~Because they have worked collaboratively for 2 years, the teachers in the cohort would most likely continue to collaborate and support one another, even though there would be no formal organizational support during the third year.~~ this is something we hope for but probably should not be put in.

Second, the Lesson Study process of the Curriculum Center would be extended to provide an additional model of Lesson Study. Over the ~~two years~~ professional career of each cohort, the cohort would be expected to engage in both versions of Lesson Study.

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The existing model of Lesson Study is an ex post facto model that focuses on a lesson taught by one individual teacher. The approach is essentially clinical, as is the supervisory process in general. In this ex post factor model, a set of colleagues listens to the individual teacher's account of a lesson and makes notes of 4 essential dimensions: what the teacher and students do to focus; what the teacher does to teach to the objective; what students do as active participation; and what is done to monitor learning. After the individuals presentation, participants then in turn present a critique of the lesson. Each participant concentrates on one dimension of the lesson. The process is described by the Curriculum Center in the following way.

Lesson Study Process

- Presenter shares and explains a lesson plan from a previously taught lesson. (3- 5 min.)
- Participants say nothing and take notes on the lesson study guide (referred to as the 4 boxes or dimensions observed)
- Participants ask presenter clarifying questions. (2-3 min.)
- Participants complete the lesson study guide.(3 min.)
- Participants, in turn, lead feedback and discussion with presenter. (5 min.)
- After all presentations, each presenter will reflect on his/her lesson study. (5 min.)
- All debrief process.

The second and added model of Lesson Study is a constructivist model and is somewhat more collaborative, proactive and classroom centered. In this constructivist model, a group of teachers meet over time to construct a lesson that focuses on what the teacher does to engage students in the academic content of the lesson. The lesson is precisely scripted, so that any member of the group could teach the lesson that the group of teachers has created. When the lesson plan is complete and all the teaching materials have been made or accumulated, the group selects one member of the group to teach the lesson. When the designated person teaches the lesson, the other group members assemble in the classroom with copies of the lesson script. Other teachers may get

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copies of the script and also observe the lesson as it is being taught. The observers are to concentrate on how the lesson works: whether the students are engaged as anticipated and are able to demonstrate through their work that they comprehend the content of the lesson. There is, therefore, a shift from what the lesson plan says as a printed document to what the students actually do and think while the lesson is underway in the classroom.

 After the lesson has been taught, the group along with any other observers gathers to critique their collaborative lesson script. ~~They do not critique the teacher who was selected to teach their lesson.~~ They carefully note and discuss what changes need to be made in the script and/or the conduct of the lesson. In some cases, the critique session is a public session with designated individuals offering constructive comments on how to strengthen the lesson. When the lesson script has been modified, it, along with an introductory commentary, is filed for access and further discussion by all teachers.

Given the technology capacity of the school district, it would be possible to record classroom lessons for use both for the ex post factor model and for the constructivist model. Such use of these tools would provide a direct focus on classroom instruction and also reduce the complications of providing scheduled time for teachers to be present in a classroom for a lesson. While the presence of technology might provide some initial disruption of instruction, ~~the technology could be left in place for several days prior to the day of scheduled recording.~~
recording will foster further discussion and analysis during planning meetings.

All participants~~The non-tenured teachers, the Senior Teachers (some of whom may serve as mentors), and the Curriculum Center support staff~~ would study Lesson Study as a formal research-based process and would adhere to its basic principles. During the early sessions of the cohort, each Senior Teacher would present one or more exemplary lessons to stimulate the conversation about lessons. The focus would be on student work and how teachers engage students in the intellectual work of the class. ~~Given this focus, it is not necessary that the teachers all share a common academic subject.~~

~~One major benefit of the traditional supervisory system at New Age is that the~~

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~~supervisors are full-time. This means that there is time for classroom observations, for conferences with teachers, and for covering mentors when they visit classrooms.~~ While direct classroom visits by supervisors are valuable, we believe that electronic records of classroom activity are sufficient for the sake of analysis and discussion. Furthermore, electronic records make it feasible to record lessons in sequence so that observers can tell what led into the lesson and where the next lesson went. If it were desirable, the use of electronic records could also provide teachers with an extra bonus: they could select the sequence they wanted viewed from a set of such records. ~~Viewing a sequence and selecting from a set wou (DELETE).~~ **Supervision must be interactive. Classroom visits are valuable and should not be replaced with technology...not the most effective use of technology.**d not be as feasible without such electronic records.

As for the viewing of the electronic records, various individuals and combinations could be involved. Some participants could be invited by the new teacher and some, such as the mentor teachers and the master teachers, could volunteer to view the lessons and discuss their observations, just as they currently do. For evaluative purposes, the administrators, including the principal, the assistant principal, and the Director of Secondary Education would view such records, in addition to classroom visits. Tenured teachers should also be involved in the process for the purposes of providing constructive feedback and strengthen their own teaching styles.

The program elements for the induction of new teachers as described above can be outlined as noted below.

> 1.a Curriculum Center Orientation – year 1
> 1.b Curriculum Center Continuing Support: year 2   1.c
Master Teacher Support Visits – years 1 and 2
> 1.d Mentor Teacher - years 1 and 2
> 1.e Senior Teacher Lesson Study Cohort: years 1 and 2
>> Research based models based upon prototypes developed by the Director of Secondary Education
>> This should be an ongoing circular process.

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2. Leadership for Curriculum Research and Development
        Small Learning Community in Subject Matter Area

        There are two related dimensions of this element: curriculum research in pedagogical trends and/or scholarship in the substantive area and second, the action research or developmental dimension, representing an effort to change instruction based upon the scholarship of the teachers. A team might engage only in the research dimension. A team interested in the developmental phase would first engage in the research dimension and then extend their work into the classroom. Teachers interested in developing lessons without first conducting a formal research dimension would join an activity noted in section 3. Leadership for Lesson Study.

Team membership should be limited to 5 members per team with concurrent multiple teams in any given subject matter area possible.

Each team would have a duration of a minimum of 2 years, with overlapping membership possible if some members of the team wished to extend the study time and/or to add one or more new members.

Each team would select its own Convener and/or Reporter, who would present the team's work to the faculty and also prepare a written report to the superintendent. ~~The convener should be paid an appropriate stipend for supporting the team.~~

In addition to teams, the group may ~~a single individual might~~ propose to conduct curriculum research on a specific topic or question through the process noted above; namely, a proposal to the Director of Secondary Education, who is responsible for the overall administration of the program. Decisions about individual projects would be made on a case-by-case basis.
I
The leadership for curriculum research and development element is outlined below, as a summary of the discussion presented above.

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The Research Dimension
       2.a Formal research in curriculum trends and/or
             substantive scholarship conducted by team
             members and/or individuals by proposal
       2.b Review of research findings with University
             colleague with reference to current scholarship, to
             existing state standards, and to current records of
             high school students' performance
       2.c Presentation of research report to Faculty
       2. d File electronic version for comments
       2.e Share with K-12 Curriculum Development Team
             assembled by the Curriculum Center

       2.f The Developmental Dimension of Curriculum Research

If two or more members of any specific research team wanted to integrate the themes studied in their research into existing courses, units or lesson, they could propose an extension of their research. If only one teacher wanted to integrate the themes into the curriculum, for the sake of collaboration that teacher should seek a member of the research team to work as a colleague.

3. Leadership for Lesson Development

While leadership for curriculum research and development focuses primarily on the substantive scholarship being conducted in a subject matter area, leadership for lesson development focuses primarily on the pedagogical aspect of teaching; that is, the creation and conduct of lessons. In commenting on newer professional development communities, DuFour (2004) notes that these "communities focus on three big, student-centered ideas: ensure that students learn, create a culture of collaboration for school improvement, and focus on results. What sets these communities apart from more casual communities of practice is the shift from looking at what you teach to focusing on what

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your students learn." We have discussed the processes for lesson study in the section 1. Leadership for New Teacher Induction. The same two approaches to Lesson Study would be undertaken by this leadership group. The major difference is that the focus would not be on induction of new teachers, but on the collaboration among experienced teachers. As is true with other elements of the program, direct administration would be by the Director of Secondary Education with input and feedback provided on a collaborative basis.

Participation in lesson development should be for a minimum of 2 years. Features of the activity are outlined below.

> 3.a Participation for minimum of 2 Years
> 3.b Focus on student learning and program needs
> 3.c Function as Small Learning Community of no
> more than 5 members. Multiple teams   possible.
> 3.d Develop Lesson as working team
> 3.e Present constructed lesson to team members
> (face-to-face and/or electronically)
> 3.f Provide for public critique of lesson by non-
> team faculty (face-to-face & electronically)
> 3.g Seek expert commentary from external expert
> (university based or other)

4. Leadership for Technology and Instruction

A recent NARHSD committee, chaired by Lois Sherbert and charged with investigating the provision of one-to-one digital tools, acknowledged "ubiquitous computing" and noted, "No one currently involved in education and 21st Century life doubts the importance and reality of 24/7 connectivity. There is little we do today that does not involve connectivity on some level. Our society has become a web based, internet driven, and information gathering community of individuals known as 'knowledge workers'."

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In a similar vein, Clayton Christensen and his colleagues note that at least 26 states currently offer virtual high schools. Furthermore, they project that by 2019 more than 50% of high school courses will be online. The primary reason for this shift is that instruction will become more "student-centric," as students and parents learn that instruction can be customized through computers.

http://www.hoover.org/publications/ednext/18575969.html

Developing student-centric education means moving away from the teacher-centered classroom. To date,

As Stanford professor Larry Cuban has documented, computers have merely sustained how schools already operate. Computers typically sit quietly, unused, in computer labs and in the back of classrooms. True, students do research on the Internet; they type up reports using word processing programs; they might even construct multimedia presentations with them. Teachers sometimes use them to present content. And schools teach computer skills. But computers have not fundamentally transformed the way learning is accomplished or how the classroom operates. Computers do not deliver instruction. The teacher is still at the center of the classroom.

http://www.hoover.org/publications/ednext/18575969.html

The policies recommended by the Superintendent for Board approval must consider the magnitude of 21st century learning and the need to use technology to foster a learning environment that is creative, project based and supportive of the standards that the State requires in order to improve student outcomes.

NARHSD has invested heavily in providing digital tools for classroom instruction and both on its own and with the curriculum center has provided a powerful training program. These efforts need to continue, to be somewhat more focused, and to be broadened

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to incorporate more than the integration of digital tools into classroom instruction.

While one continuing consideration is whether to give individual students laptops, perhaps the major question on the table is how the system will respond to the underline projected development of student-centric mode of instruction that is not dependent upon a teacher centered classroom. This is not to say that teachers should not develop courses and work with students; but it is to suggest that the pattern of such work is changing and will change further. As it has in the past, instead of being an observer of the trend, the district needs to construct a strategy that puts it in a leadership position in developing aspects of the student centric learning system.

While Christensen believes that the market, and not the schools, will drive the transformation of instruction, we believe that NARHSD has the capacity to modify the professional learning systems in schools so as to support the work of teachers who want to move towards student centric learning. Suggesting how that capacity can be developed is the intent of the suggestions offered below.

Activities designed to strengthen leadership for technology and instruction will engage individual teachers, special projects or teams of teachers, and small learning. Such activities will also engage the technology support experts already employed by the district and the Curriculum Center. ~~To provide specialized leadership and oversight,~~ ~~a~~ The Director of Technology will provide support to the teachers in order to facilitate the collaboratively developed changes. ~~with a direct focus on instruction, should be provided by the district.~~ While this work can occur during scheduled times through out the school year, focused use of the summer provides a great opportunity for such work by professionals.

~~In order to strengthen the movement towards student-centric work and the use of digital tools for such work, the principals need to provide evident leadership. The previous emphasis upon differentiated instruction, individualized learning, and upon the need to accommodate differences among students provides a basis for this conversation. We think the two principals in cooperation with the superintendent,~~

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~~the directors of Secondary Education and of Technology, and the assistant principals should~~ design an all-school study strategy ~~to engage the faculties on each campus in the conversation about the need to develop student-centric instruction with digital tools.~~

~~More specifically, the campus principals should lead the faculties in a study that highlights the professional learning options presented below. These activities would replace traditional faculty meetings and they would cast the principal in a new instructional leadership role.~~

One approach is a jigsaw design, in which teams~~the principals,~~ in cooperation with ~~the superintendent and the teachers' association president~~ Instructional Leaders would select 4 or 5 pertinent books and ask teachers to volunteer across departments for a discussion group focused on one book. After a week provided for volunteering, teachers could volunteer to be assigned to discussion groups. ~~The principals and association president could request book discussion leaders and could meet with these leaders to talk about important themes from the several books.~~ Then, cross department groups would hold one or more sessions to discuss the book for their group. After that cross-department discussion, teachers would regroup for discussions within departments, each department having one or more teachers who had read each of the selected books.

~~Two books that might be included in the set are Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age by Suzie Boss and Jane Krauss (ISBN 978-1-56484-238-1) and Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns by Clayton M. Christensen, Michael B. Horn and Curtis W. Johnson (ISBN 978-0-07-159206-2). There are obviously other sources that might be used to stimulate the conversation.~~

In moving towards student centric courses with digital tools one of the major problems is that few teachers have any sense of what types of courses are possible. Most teachers tend to think of the design of eCourses as if they were simply a transference of the traditional classroom lesson over to a digital medium, such as the use of digital projectors to present PowerPoint outlines. Since few teachers have had an opportunity to learn

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the variety of lesson models available for eCourses, their thinking in traditional terms is predictable. As Christensen noted "An organization's natural instinct is to cram the innovation into its existing operating model to sustain what it already does." As for schools, Cuban observed that to date "computers have merely sustained how schools already operate."

To break course and lesson design out of the traditional box, teachers need obvious models or points of reference. They need to learn how courses and lessons may differ and to know the variety of optional designs to which they have access.   To provide this learning opportunity for teachers, there are two suggested projects: the development of prototypical summer school courses for students (4.b) and the development for teachers of a course about eCourse design (4.f) that would itself model a variety of lesson designs. This development of this work would involve special projects engaging teams of teacher experts and technology specialists. They could work during the school year and/or during the summer to generate these projects for the school's use.

There are two other learning opportunities for teachers as professional development options: developing integrated lessons(4.c) and developing hybrid lessons (4.d).

Most NARHSD lessons that use technology are what might be considered "integrated" lesson; that is, the traditional teacher centered lesson prevails, but integrated into its design are information presentations relying upon digital tools, such as projectors and Whiteboards. The lesson design is not substantially changed, but it is made more powerful by the use of the digital tools. Teachers as individual and as collaborating teams should be encouraged to continue the development of integrated lessons. By way of note, the New York Times, instead of seeing digital sources as competition for newsprint, now frequently direct the reader to nytimes.com, where there may be a series of related stories. For the a story on the architecture of the Beijing Olympics, for example, the internet link presented an actual interview with the architect, a virtual tour of the "Bird's Nest," and a compendium of facts about the structure. Similarly, National Public Radio, after a film critique, announced on the radio that npr.org carried an actual film clip for the listener's review. Just as newspapers and the radio have integrated digital tools into

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their traditional formats, teachers need to think about how to integrate digital tools into traditional classroom lessons while taking advantage of the special features of the digital tools. Collaborative work in this area should be encouraged as professional development activity.

Development of <u>hybrid courses</u> represents an effort to develop courses that contain both traditional teacher led integrated lessons and also special student centric sessions that function more like lessons in an eCourse. A major problem with the traditional classroom lesson, even the ones with integrated digital tools, is that most of the talking in the classroom is by the teacher, and most of the time the teacher is soliciting a factual response from a student. In other words, in the typical classroom students seldom get to share their opinions, to test their ideas, to contribute knowledge from external sources, or to construct a concept or an hypothesis. Hybrid courses, either by incorporating student discussion tools in the lesson itself or by providing discussion arenas as an out of class assignment, give students a significant opportunity to locate and to share ideas about the content of the course. The distinguishing feature of a hybrid course is that it starts with a student question, uses the internet as a chief source of knowledge, and presents its work publicly through the internet. Hybrid courses also provide an expanded opportunity for students to engage in project-based learning, as they can use the discussion board to collaborate on a project for class presentation. Hybrid courses, of course, can also provide other student centric tutorials, extensions, and enrichment activities. Activity 4.d provides an opportunity for teachers to engage in the development of hybrid lesson for the courses they teach, acknowledges a priority need of the school.

Many students seek tutorial help in mathematics. Activity 4.e focuses on this situation and offers an appropriate response: Priority teams to develop 2 types of hybrid lessons for mathematics and special needs students Some handicapped students have a greater need than does the ordinary student, but many students share this need. Given the capacity of the digital tools and the availability of many opportunities on the web, a team should develop hybrid experiences tailored to the courses offered at New Age. Leaving students at the mercy of the tutorial market hardly seems like a student-centric approach.

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Activities recommended for leadership for instruction and technology are summarized in the outline below.

4.a Collaboratively developed ~~Principal led~~ all-school study about student centric activities involving digital tools

4.b Coordinated project among key teachers and technology specialists in an effort to develop several prototypical online student-centric summer school courses in several content areas to demonstrate the range of possible eCourse designs

4.c Teachers with support from the Curriculum   Center develop and showcase a variety of integrated lessons as learning experience for total faculty

4.d Teacher experts develop hybrid lessons: classroom lessons supplemented with online segments for enrichment, for tutorials, and for directed discussions

4.e Priority teams to develop 2 types of hybrid lessons for mathematics and special needs students
a. Teacher Course with eTutorial/ eStudy
groups
b. eCourse with Teacher Support

4.f Teachers and technology specialist develop a Stand Alone eCourse on line for teachers to learn eCourse design and to serve as a model course to show feasibility of eCourses. There are several software options available to support this effort, Blackboard being one of them.

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The supportive leadership of a Director of Technology should make progress in these professional development endeavors more fruitful.

5. Leadership for a Curriculum of Interdependency and Globalization

The contemporary curriculum of separate subject disciplines is a socially constructed organization for knowledge that has changed over time. Both the framework for the curriculum and the content of specific courses have changed over the years. The most obvious change in the high school curriculum in the last 100 years is the movement away from the centrality of the ancient languages, Greek and Latin. Over this same period, some courses, such as social studies, have been created for schools as an amalgamation of more formal disciplines, such as history, sociology, economics, political science, geography, and anthropology.

At the same time, the content of courses, biology for example, has changed dramatically since it was first recommended for inclusion in the high school curriculum by the Committee of Ten in 1892. Since its introduction as "natural history" with half a year of botany and half a year of zoology, biology as a field of study has changed substantially: "Consider cell biology, for example, which has experienced an exponential growth in terms of depth and number of topics developed since the *Committee of Ten Report*. Topics such as cell signaling, cancer, transport across the membrane, molecular biology, to name a few, can only be covered in high school biology by spending less or no time on other topics." (http://www.lifescied.org/cgi/content/full/5/1/29) URL provided here.

In short, the framework and content of the curriculum has changed to reflect changes in the larger social context of the society. A number of observers, such as Thomas Friedland of the flat earth, have noted the impact of economic globalization, the impact of digital tools, the impact of health and nutrition issues, the emergence of cultures, and the impact

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of interdisciplinary studies of evasive problems, such as HIV and cancer. University programs, such as those at Yale, have responded to this social change by providing new international outreach for admissions, new international and academic experiences for students, new structures for faculty research, and new orientations for older courses.

Some public schools, such as Scarsdale High School, have also began to modify their program and to explore how the school should adapt to this new social context.

We believe that NARHS should also formally recognize that the students of today live in a world that is vastly different from the world of yesterday and should study how the school program might adapt to this new reality.

We believe the ~~principals of the two schools, working with the Director of Secondary Education, the assistant principals, and the teachers' association president,~~ the Instructional in collaboration with key stakeholders and other administrators within the High Schools should develop an action plan for study and present the plan both to the faculty of the schools and to the superintendent before the end of the academic year.

Coverage for Other Functions

The modified professional development system outlined above focuses primarily on curriculum and instruction. In the traditional supervisory system, in addition to these functions, the supervisors are reported to engage in other activities of a more administrative nature. In order to cover these activities in the modified supervisory system, these activities will need to be performed in a different way, as noted below. The number of the function refers to its place in the above list of supervisory functions.

      5. Assists administration of schedule and budget

If the Superintendent intends to foster a spirit of collaboration and a strong focus on improving teaching and student outcomes, then budgetary administrative functions may

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have to be centralized in order to free up administrative time at the building level without adding administrators to the High Schools.

~~In order to provide for this somewhat managerial task of assisting with scheduling and budgeting, the district should provide each department with a site manager to assist with the administration of the schedule and the budget. Discussions about preferences and feasibility of schedules and budgets should be open, transparent, and held in each department. Each site manager should be provided a stipend for conducting these responsibilities. The selection of the site manager should represent a joint decision between the teachers of the department and the building principal, to whom the site manager is responsible. For reporting purposes, the principal should assign nor more than 4 site managers to each of the assistant principals so as to engage them more directly in the program of the school.~~

~~The assignment of site managers might be similar to the pattern displayed below. Aligning the assignment of the departments to the assistant principals provides a consistent pattern that should encourage collaboration across the two campuses. The role of site manager is related to the role of lead teacher, described below. Depending both upon the nature of the department and the competencies of the interested individuals, these tasks might be combined into one part-time position and might be offered as an administrative internship.~~

Instructional leadership and student success would be strengthened if the role of the assistant principals were more sharply focused ~~and an additional assistant principal were provided.~~ In addition to new responsibilities for instructional leadership in departments, one of the assistant principals should assume responsibility for monitoring and assessing the performance and success of students during their career in the high school. While guidance personnel focus on individual students and their needs, ~~the assistant principal~~ Site Based Management Teams should ~~take more of an institutional and programmatic view and~~ study current data and other indicators of student success and difficulty and provide a recommended course of action.

<center>Alignment of Departments with the Assistant Principals</center>

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| Assistant | Assistant | Assistant |
| Principal A | Principal B | Principal C |

English   Social Studies   Math and Science
Health/PE*   Technology   Special Ed
Consumer Ed
           * No direct teacher supervision

While the alignment suggested above seems reasonable, the assistant principals should work with teachers who share their own professional interests; thus, some re-alignment might be desirable.

      6. Buffers teachers from parents
      7. Assists student placement/ waivers

      Currently teachers report the need to have a buffer between themselves and the parents, and particularly as it relates to the placement of students. In the traditional supervisory system, the supervisors claimed to serve this vital function. Two significant changes in the lives of teachers, permitting more access to advanced courses through parent advocacy and providing greater parental access to student assessment, has made teachers sense that they are more vulnerable to parental and student challenges to teacher authority. If teachers are to take risks in developing the program and to become more collaborative, they need to have a sense that they can handle parental concerns with the support of of the Instructional Leaders.s<s>ome one will serve as an informed, disinterested third party; thus, the true need to provide a buffer.</s>

While we endorse the general notion that teachers should directly discuss individual student engagement and performance with young adult students and with their parents, we also recognize the need to provide a neutral office where contacts can be made and any conflicts resolved in a constructive manner. Guidance counselors serve to link the school, individual students, and their families while dealing with a host of decisions and

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concerns over the student's school career. We think this link can be strengthened.

We, therefore, propose that the director of guidance assume the responsibility for working out an effective way for the guidance staff to strengthen their performance in this area. In developing such a system, we encourage all parties to consider the use and limitations of the newer instantaneous communication tools. While teachers should be responsive and use e-mail wherever possible to correspond with parents, given their total student load, there is some limit to the level of responsiveness that can be expected of classroom teachers.

8. Convene Department

First, to provide for greater coherence in the overall instructional program and to promote greater collaboration, we believe that department meetings per se should be school-wide activities.

~~The managerial dimensions of departmental business have already been assigned to site managers in each school. For the purpose of convening department meetings, which should attend to an agenda established by the teachers as a group, there should be a stipended~~ lead teacher~~, chosen by the principal in consultation with the teachers of the department.~~ The primary agenda of the department should be discussing reports of the work of relevant professional development teams and dealing with the construction and scoring of departmental exams.

In order to provide time for professional development activities, as much as possible items of standard operations that often appear on the agenda of the department should be dealt with by the use of email and discussion boards. The responsibility for ~~designing, establishing, and~~ monitoring the small learning communities ~~has now been assigned to the~~ will be facilitated by the Director of Secondary Education and ~~needs to~~ will be coordinated with the activities in this proposal.

~~Each lead teacher should report to a designated assistant principal and should file a~~

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quarterly report concerning the agenda of the department. This alignment should be the same as for the site manager, so that there is in effect an administrative team for each department. As noted above, when desirable, the task of the lead teacher might be combined with those of the site manager and provided by the same individual.

9. Provide Liaisons with Professional Associations

Consistent with the effort to stimulate collaboration and to promote leadership, liaison with professional associations, whether state, regional or national associations, should be distributed among teacher leaders.   First, a coordinating committee composed of the Director of Secondary Education, the assistant principals, and the president of the teachers' association should annually post a list of "centers of interest," after receiving suggestions from the faculty at-large, and with the approval of the principals. This list of centers of interest presents the associations and/or conferences whose activities the school needs to engage in to support the development of the curriculum and instruction of the school. Individual teachers should be invited to volunteer to participate in an activity and/or to nominate others who could contribute through participation. Selection of participants should be the responsibility of the coordinating committee, with final authority given to the principals. When choices among volunteers must be made, priority should be given to teachers who are active participants in activities related to area 2. Leadership for Curriculum Research and Development.

Teachers selected as participants should be considered official school representatives and the registration fees and reasonable travel reimbursement should be provided.

In order to provide broader access to the ideas presented in this set of activities, each teacher participant would be expected to file an eReport that summarizes the major ideas garnered from participation. In addition, the participants should be prepared to make oral reports to department or other teacher groups when requested.

If need be for the purpose of budgeting, the district could annually set aside a specified

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amount to be distributed by the coordinating committee.

12. Screens applicants and lead selection process.

~~The principals and the management teams for each department will need to be more active in the preliminary screening of applicants for open positions at the two campuses. The informal participation of teachers in the departments should be continued.~~

As an optional approach, if the principals choose to do so, they could establish one school-wide personnel committee composed of a total of 11 senior teachers who would screen and interview candidates along with departmental reviews and recommend their preference to the school principals.

14. Approves professional development plan for individuals

Individual teachers should work with the Director of Secondary Education to develop a personal plan that is directly related to one area of leadership outlined above. ~~When the set of plans for a department has been assembled, the set of plans should be collected by the lead teacher and taken for discussion among the assistant principal assigned to the department, the lead teacher of the department, the site manager of the department, and the Director of Secondary Education.~~ If there are questions or considerations for a plan, the Director of Secondary Education should confer with the individual teacher. When all of the plans for a department have been reviewed, the plans should be submitted to the principal for review and approval.

Responding to the Dysfunction of the Traditional System

According to information from the interviews, there were 10 evident dysfunctions in the existing supervisory system; the modified system should ameliorate these dysfunctions as much as possible. Here is that list of dysfunctions and a brief note regarding the

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anticipated impact of the modified system.

1.Removes the principals from active instructional leadership.

As the "chief executive officer" of a complex organization, the high school principal
has exceptional demands on this time and attention. Many stakeholders, ranging from
professionals, to parent, to clerical staff, make demands. As a result, the principal
does not have the option of serving a singular function. He has many roles to play.
Nevertheless, since the leadership of the principal is crucial to the overall performance
of the school, the principal needs to be evident in charting the direction and in setting
the conversation about the character and quality of the school. In this proposal, we have
tried to make reasonable demands upon the principal to provide a type of instructional
leadership that is appropriate for the primary officer of the school.

2. Separates leadership for special needs from content leadership.

One element of the modified supervisory system calls for special projects incorporating
special education and regular academic teachers. Their task is to design new and /or
hybrid courses that provide stronger support of all students, especially with the use of
digital technology.

Special education teachers will be included in the regular activities outlined in the 4 areas
of professional leadership. Each of these areas includes activities and projects with an
orientation that is more active than the traditional functioning of the department; thus,
they provide greater opportunity for teachers of various specializations interact and to be
more collaborative.

3.Provides weak accountability due to uncertain authority among supervisors, ~~the
superintendent, 2 principals, and an inter-district curriculum director.
Reporting procedures for site managers and for lead teachers are clearly defined and
aligned with assistant principals.~~ Professional development teams are monitored by

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the Director of Secondary Eduction and are accountable to the faculty through a set of reports.

4.Focuses administration on state tests results, not on programs and instruction.

Given the expanded links to the instructional program of the school, the principal and the assistant principals should play a more balanced role in the life of the school. Monitoring student and school performance will remain both a professional and legal responsibility of the administrators.

5. Emphasizes induction of new teachers, rather than the continuous growth of all teachers.

The modified professional development system strengthens the induction process as a more collaborative exchange, while at the same time providing a set of focused program elements for choice by tenured teachers.

6. Emphasizes hierarchical nature of leadership, rather than its moral and distributive features.

Authority among teachers is based upon notions of good lessons and instructional expertise and leadership is distributed among lead teachers, team leaders, and collaborating teachers. who generally report to the faculty.

7. Focuses on clinical model for individual problems, in lieu of collaborative problem solving among professionals.

Clinical aspects remain, but they are embedded in a stronger collaborative context with Senior Teachers, Master Teachers, and others of the school staff working to construct exemplary lessons.

8. Casts curriculum development as cyclical and product of experts rather than a

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continuous process among professionals.

One element of the modified supervisory system focuses on collaborative work for continuous curriculum research and development that is reported to the faculty. Their work will be integrated into the traditional inter-district K-12 curriculum development cycle as appropriate.

9. Encourages professional development plans as a ritualistic exercise, rather than as a commitment directed at instructional improvement for greater student performance.

Staff development choices represent an integrated set of activities focused on collaborative work to improve the curriculum through professional conversations among teachers and with external experts and work to strengthen pedagogy, including the integration of digital work tools.

10. Encourages shopping mall program of singletons at expense of strong common core of academic subjects.

A note in the text above addresses this issue. In short, the school needs to review its practice of having multiple levels of the same course, when the state mandates that common standards and levels of student performance be addressed in each course. Furthermore, traditional small enrollment singletons should give way to courses that incorporate digital tools that promote student discussion and project-based work.

Providing Time for Collaboration

Professional development as proposed in this modified system is the responsibility of the individual teacher. While the district should do all that it can to facilitate the strong emphasis on collaboration, individuals and teams will find it necessary to be somewhat flexible about organizing meeting time, much as they do today. From the district

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perspective, the administrators should do all that is feasible to support the professional development efforts by considering the following arrangements for meeting and work time.

Having noted teacher responsibility to engage in professional development, we must also recognize the district's historical, shared responsibility. If the district wants these new activities to be undertaken, the district needs to provide time. In order to do so, the district will most likely find it necessary to "buy" teacher time outside the normal teaching assignment for work on some of these special activities.

> TBA as feasible, especially for technology projects
> Expanded Tuesday (Tuesday 2:36 to 3:00 plus Friday time)
> Zero Period
> In-District Professional Days with coverage by substitute
> > teachers
> Buying specific number of working lunch sessions for the
> > team
> Paid after-school hours
> Summer work time for individuals and/or teams, with or
> > without student associates
> ?? coaches problem

Need to Develop Curriculum LEADERSHIP

- Sharpen activities offered by the curriculum center by focusing on lessons with integrated technology as courses, e.g. Video in Secondary Social Studies, Movies in Secondary English Lessons in lieu of general focus on technology application per se
- Create of Director of Secondary Education, who should assist individual teachers with the development of plans related directly to the areas of leadership outlined above and monitor and direct these activities.
- Initiate and/or develop a computer database that supports the scheduling,

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the tracking, and assessment of the modified professional development system.

The "Plan" for Modifying the Professional Development System

When people talk about "having a plan," they very often have two very different notions in mind. The predominant view is that one "has a plan" when there is a written document that defines an intention or what one hopes will happen. Such a plan is most often presented to teachers as a "document" that reveals a directive or a mandate for action. A second idea about "having a plan," but one that is less often evident in school districts, refers to claiming that a group of people endorse the intended goal and understand the actions necessary to accomplish that goal and commit themselves to act; they have a plan in mind. In this instance, unless and until people make such a commitment to the ideas in this proposal, there is no plan.

We suggest that the second notion is more powerful: a plan is an idea to which people are committed. In order to move towards that notion of having a plan as a commitment, we propose that the Board of Education take this document and accept it as a "document for discussion." At the same time, the Board should accept and support the outline of activities necessary for initiating a structured and thoughtful discussion. Before there is a workable plan of action, people need time to study the draft, discuss it, offer improvements, and then commit themselves to "the plan." In order to engage in this discussion in a meaningful way, leaders need to be designated and trained to lead the discussion. The outline below suggests how this might be done.

A. Policy Decisions by Board

1. The Board of Education adopts a statement that makes clear that the new budget will not support the traditional supervisory system.

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2. The Board establishes a set of criteria for the characteristics of a desirable supervisory system; namely, a system that

     promotes and develops greater teacher professionalism

     promotes leadership for the 21st Century Digital Age

     promotes professional development that focuses on student

        performance and functions as collaboration

     provides for customary supervisory functions while reducing

        expenditures

3. The Board determines policy direction; that is, the Board decides it intends to modify the professional development system, rather than to consolidate positions within the existing supervisory system.

4. The Board establishes a policy leadership team. The Board appoints the superintendent, Instructional Leader, and the assistant principals and invites the teachers' association president and any other person designated by the Superintendent to serve as members of the team.

     5. The Board accepts the document entitled "A PROPOSAL FOR STRENGTHENING PROFESSIONAL DEVELOPMENT
IN THE NEW AGE REGIONAL HIGH SCHOOL" as a document for discussion by professionals within the school district and by district leaders affiliated through the Curriculum Center.

6. The Board directs the policy leadership team to conduct the discussion and submit a feasible proposal by a designated date.

B. Putting the Discussion Process in Motion

The Superintendent is very competent in organizing the work of the district; thus, this outline serves largely as an illustration of the type of activities that she might want to

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organize and not as a specification per se.

 1. The superintendent calls a meeting of the Policy Leadership Team for the purpose of reviewing the substance of the proposal; reviewing the structure and procedures for conducting the discussion; identifying necessary resources, such as readings and/or consultants; and revising the document as deemed appropriate.

2. The policy leadership team requests a meeting of the district superintendents who are affiliated with NV Regional High School District through the Curriculum Center.   The purpose of the meeting is to inform them of the Board's earlier decisions and to inform them of the internal process the district will undertake to develop its final plan.

3. Administrative Training: Schedule a second meeting of the Policy Leadership Team, in order to present the revised proposal to the key administrative officers of the district.

4. Training for Key Influentials / Discussion Leaders
        Present proposal and ask for specific modifications.
        Draw up cross-department teams and assign trained leaders
                Number of members limited to _____
        Chart calendar of meeting times: in lieu of Faculty meetings,
                department meetings, including any professional days,
                and special workshops.
        Establish decision date and format for reports by team leaders
                to the superintendent and to the faculty.

6. Schedule All-School faculty meeting
        Present the substance of the proposal.
         Present Decision time line and discussion process
        Specify faculty role: offer specific modifications to the proposal to be submitted by the superintendent to the Board for their endorsement

7. Conduct Discussion Process

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