

ECPPS Summer Leadership Conference
July 19-21, 2016
K. E. White Graduate Center, ECSU Campus

<p>Tuesday, July 19</p>	
<p>7:45 a.m.</p>	<p>The 2016-17 Summer Conference opened with Dr. Cartner, Dr. Sanders and Mr. Lassiter entering as Star Wars characters to welcome the “storm troopers” to the meeting.</p> <p>Dr. Cartner opened with a PowerPoint Presentation (“A New Time, A New Place – Moving Forward” PowerPoint).</p> <p>He highlighted areas of focus for 2016-17 which include:</p> <ul style="list-style-type: none"> • Teamwork – applying the readings • Intentional Planning • Learning Focused, Next Steps • Poverty – Understanding what we can do • Determining y/our scoreboard • Responsiveness to Community Forums from Spring 2016 <p>Dr. Cartner discussed “green light” – the idea of approaching a stoplight and making a conscious decision to go forward. He indicated 2015-16 was spent approaching the “green light” and in 2016-17 everyone needs to commit to go through the light – the system cannot put on brakes.</p> <p>Dr. Cartner discussed change and the fact that you cannot grow and remain the same. For employees that are not committed to growth, there are two options – train them or help them join corporate America.</p> <p>He also discussed highlights of the books assigned for the Summer Conference (<i>17 Laws of Teamwork</i>, <i>17 Qualities of Teamwork</i> and <i>The Difference Maker</i>) and books that will be provided for certified staff at all schools (<i>Engaging Students With Poverty In Mind</i>, <i>Teaching Students With Poverty In Mind</i> and <i>Developing the Leader Within You</i>). Common themes in the books are teamwork, attitude, choice, commitment, growth, trust, working toward a plan and building capacity.</p> <p>Dr. Cartner discussed “attitude” and asked what kind of attitude administrators are showing to staff. He indicated Ability + Attitude = Results and shared that he believes folks in ECPPS have talent.</p> <p>Dr. Cartner talked about:</p> <ul style="list-style-type: none"> • Difference between leaders and followers • Mediocrity (means “halfway up the hill”) • In order to change the future you have to disrupt the present • How will 2016-17 be different • Structural changes versus transformational changes • How do you get to transformation and innovation

Dr. Cartner asked:

- What did YOU transform last year?
- Are you using the same team, with no new skills and expecting different results?
- Are you hiring the same kind of teachers?
- Are you hiring the same tutors with no evidence of impact?

He discussed the difference between a “laser” and a “radar dish” – one is focused and one collects everything and indicated the need to have laser-like focus.

Dr. Cartner shared his important expectations:

- Transformation
- Laser like focus
- Fiscally strategic
- Know your data and act on it
- Celebrate student achievement

He asked administrators to let him know how he could help and to let him know what they need to get beyond structural and procedural change to transformational change. He indicated they have to ask so he will know what they need.

He discussed the following key points:

- Teaching is ONLY effective when students are learning; shared things to consider.
- A Season of Leadership – in what season are you?
- Nothing will change until someone looks at things differently.

Dr. Cartner shared that the goal today was to set the stage for the next three days. He closed by indicating he has confidence in the administrators, talent exists and how they choose to use it will determine the course for ECPPS.

Dr. Joanne Sanders provided brief comments and summarized the group activities that would take place during break time. She indicated each attendee has a name tent at their seat and she asked them to list in six words or less comments on “teamwork” and then asked folks to share their statements.

8:20 a.m.

Dr. Sanders introduced Dr. Max Thompson with Learning Focused. She shared that fall and spring Learning Focused visits are planned for this school year.

Dr. Sanders introduced guests from the Edenton-Chowan School System that joined the meeting.

Dr. Thompson presented “An Instructional Framework that Matches the Rigor

	<p>and Complexity of the North Carolina Essential Standards – Benchmarking to Exemplary Schools.”</p> <p>He discussed his work with Learning Focused and how to effect “change” and indicated the goal of today is to give the “why” of doing what we are doing so administrators can explain it to teachers.</p> <p style="text-align: center;">BREAK – activity “17 Essential Qualities of a Team Player”</p> <p>Following a short break, Dr. Thompson continued his presentation and reviewed the book “Effectively Implementing The Learning Focused Instructional Framework.”</p>
11:30-1:30	<p>Lunch & Guest Speaker</p> <p>Dr. June Atkinson, State Superintendent, was the guest speaker for lunch. She provided comments on education initiatives in the State and shared experiences from her visits to schools across the state.</p>
1:30	<p>Dr. Max Thompson continued his presentation following lunch.</p>
2:45	<p>Dr. Eddie West, with The Masonboro Group, presented “Future Trends in Education.”</p> <p>He indicated the session objectives were:</p> <ul style="list-style-type: none"> • To review ECPPS Educational Statistics (What is the present?) • To examine megatrends impacting ECPPS & NC (What is in the immediate future?) • To explore implications for leadership in ECPPS (What is possible?) <p>Dr. West discussed strategic vision (to be able to look forward) and peripheral vision (to be able to look around).</p> <p>Dr. West closed his presentation by indicating an essential question for ECPPS leaders is, “Do I make a difference?”</p>
4:00	<p>Dr. Cartner provided closing remarks. He asked who learned something today and what were common words heard today. (teamwork, attitude, change, global focus, connectedness, consistency, purpose, character, goals, creativity). He indicated today was about giving big, overarching themes.</p>
Wednesday,	

July 20, 2016	
7:45	<p>Dr. Cartner opened the meeting and spoke of the heaviness and seriousness of the sessions on Tuesday.</p> <p>He shared “good news” about preliminary 2015-16 testing results and briefly discussed the results:</p> <ul style="list-style-type: none">• Half of the Grades 3-8 reading proficiencies increased over last year• More than half of Grades 3-8 math proficiencies increased over last year• When considering all proficiencies in Grades 3-8 (including reading, math and science) more than 65% showed an increase in proficiency.• The greatest increases were Science 5, Science 8 and Reading 7• The rising 8th grade class has shown growth over time in reading, but not in math• The focus on grade 6 produced positive results for 2015-16 <p>He discussed Deltas:</p> <ul style="list-style-type: none">• Cohort growth remains an issue – tells him we do not have a solid literacy framework• The greatest decreases over last year were in Reading 5, Reading 8 and Math 5 <p>He shared data about teacher proficiency and discussed Key Data Points</p> <p>Shared data about teacher proficiency (50% & 60%);</p> <p>He discussed cohort increases and decreased over last year.</p> <p>Dr. Cartner reviewed 3 year School Performance Grades.</p> <p>He reiterated teaching in only effective when students are learning.</p> <p>Dr. Cartner discussed teacher attendance data and shared that more than 3300 hours of instruction (does not include professional development days) were missed in 2015-16. He encouraged principals to track staff attendance.</p> <p>Dr. Cartner asked principals if they are using the same team, with no new skills, and expecting different results. He encouraged administrators to evaluate data.</p> <p>He thanked everyone again for yesterday and asked them to hang in and work hard again today.</p> <p>Dr. Cartner shared comments on Learning Focused and indicated it will change your practice and we will see results for students.</p> <p>Dr. Cartner reminded principals to stop by Central Services and pick up the books for certified staff.</p>

<p>8:11</p>	<p>Dr. Max Thompson with Learning Focused continued the training from Tuesday and presented information on Learning Focused. He began by sharing a story about an experience with high school teachers in another county. He indicated one of the teachers who was 55 years old, had been teaching a little over 30 years and planned to retire at the end of the year. She told him she had one thing to say to him – she was an English teacher, taught six periods a day and wanted to tell everybody that “this s___ works.” He shared that the teacher was re-energized and did not retire that year. She now works for Learning Focused.</p> <p>Dr. Thompson said if you try it, it will work.</p> <p>Dr. Thompson discussed:</p> <ul style="list-style-type: none"> • High Yield Practice: Reading Comprehension • Error Analysis • Homework assignments (students should not be “eligible” until they reach 80% proficiency on a task) <p>Dr. Thompson described a process to use for lessons in third grade math that he says will make a difference.</p> <p>He discussed homework assignments and said students should not be “eligible” until they reach 80% proficiency on a task. Teachers should scaffold lessons and use error analysis on a persistent, pervasive basis.</p> <p>Dr. Thompson informed the group that “round robin” reading is not acceptable – should encourage students to read something every period and the first thing in lesson planning should be “what are they going to read.” He encouraged principals to set the expectation for this to happen.</p> <p>3 major challenges students in grades 6-12 face:</p> <ul style="list-style-type: none"> • Mastering increasingly difficult tasks • Reading digital content • Understanding distinctions for reading comprehension in different areas <p style="text-align: center;">Break/Activity (focused on <i>The Difference Maker</i>)</p> <p>Dr. Thompson continued his presentation and discussion of literacy and writing practices.</p>
<p>11:30</p>	<p>Lunch & Guest Speaker</p> <p>Keith Poston, President and Executive Director, of the Public School Forum of</p>

	<p>North Carolina, provided comments about issues impacting public schools across the state.</p>
<p>1:30 p.m.</p>	<p>Steve Lassiter and Dr. Joanne Sanders presented “Rigor, Relevance & Everything in Between”</p> <p>Dr. Sanders indicated that teachers must expect grade level work from students and must provide grade level work (no excuses) – she shared that you get back what you expect and if you tell students they “can” do, you will see that they rise to the occasion.</p> <p>Dr. Sanders discussed how rigor and relevance fit in with Common Core and conducted a brief activity on standards. How do rigor and relevance fit in with common core</p> <p>Mr. Lassiter shared a presentation “School Finance: Aligning Spending & Budgeting to the School Improvement Plan.”</p> <p>He indicated that the principal is the “fiscal agent” for school and should provide support to staff for what they (the principals) expect. He conducted a brief activity involving a fictional school and SIP.</p> <p>Mr. Lassiter concluded his presentation by saying “spending should be accountable to your educational outcomes and you have to commit to student progress and align spending with the School Improvement Plan.”</p>
	<p>Amber Godfrey presented “Let’s Talk Technology.” She discussed:</p> <p>Common Technology Platform What’s New and What to Expect</p> <ul style="list-style-type: none"> • Teacher Technology Platforms – <i>board approved in June use of state textbook funds to implement common technology platform for teachers</i> • Who is it for? – <i>core teachers in K-12</i> • What is in the box? <i>Laptop, Projector, Document Camera, Presentation Cart</i> • What about everyone else? • Principals were strongly encouraged to take the “best” of their existing equipment to disburse to elective and EC teachers, so that everyone has updated equipment. • What about PD and training? – <i>plan and needs assessment are in development</i>

1:1 Rollout

Who, What, When, Where, Why and How

- Who – Roll out year one with 3rd, 7th and High School English; plans for Year 2 Rollout are 4th, 8th and a high school subject area; plans are to continue to rollout grades/phases each year
- What – Chromebooks and carts for Grades 3-12
- When – Staff PD will begin right away and students will be begin using equipment plan in January 2017
- Where – All elementary, RRMS 7th, HS English
- Why – we can't afford not to; access to 1:1 computing will lead to measureable changes in teacher practices, student achievement, student engagement and students' research skills

Godfrey provided research links.

Godfrey shared she is developing the training plan for teachers and will share that plan when it is complete. She indicated Media Coordinators will become Media Coordinators/Technology Instructional Leaders and play a huge role in working with teachers.

Godfrey conducted an activity on 1:1 rubric.

Dr. Cartner provided closing comments for the day.

He discussed the budget and indicated budget allotments should be given out next week. He encouraged principals to think about utilizing funds to get "the best bang for the buck" and about prioritizing. He indicated the district will provide a case of paper for each core teacher and encouraged principals to purchase for elective and EC teachers.

Dr. Cartner discussed teachers that did not meet growth – 54 teachers did not meet growth in 2015-16.

Dr. Cartner asked for input on 1:1 and Learning Focused implementation. He indicated he was concerned about overloading teachers in grades 3 and 7 and asked for principals to let him know if there are issues.

Dr. Cartner indicated that following the presentations today, there are two things a principal should be thinking about:

- Literacy – what a literacy block looks like
- How to spend funds effectively

	<p>He encouraged everyone to think about Learning Focused and training – he indicated if customized training is needed the district has twelve individuals that have been certified in LF training. He encouraged principals to contact Joanne Sanders and her team if they need assistance in the schools.</p> <p>Sanders indicated principals and assistant principals will receive modules for “train the trainer.”</p> <p>Dr. Cartner indicated that he has served in the western, piedmont and northeast areas of the state. All three are very different and have different needs. He indicated he has noticed in regional and state meetings the northeast tends to use “poor” as an excuse. He indicated that the district should not use that crutch and should give the state a reason to look at its work in a positive manner.</p> <p>Dr. Cartner discussed attitude and the need/responsibility for principals and leaders to show positive attitude to teachers.</p>
<p>Thursday</p>	<p>Dr. Cartner opened the meeting and indicated that today will continue on what “we” as schools can do to respond to the community.</p> <p>Dr. Sanders introduced guest speaker, Dr. Tammy Pawloski.</p> <p>Dr. Pawloski presented “Poverty & Implications for Teaching”. Her presentation focused on teaching children of poverty.</p> <p>She discussed:</p> <ul style="list-style-type: none"> • TWL Chart • 25 strategies that will give return on investment (strategies are grounded in neuro-science) • Outreach to districts and schools • Need to continue work on poverty continuously • Sustained Focused • What yields biggest returns (research based strategies, sustained professional learning, action research model, relentless school leaders) • Expanded impact measures (school report cards, achievement, attendance, behavior referrals) • Federal poverty definition • Difference in poverty vs. low income • Census data • Links for poverty information (http://playspent.org/ -- online poverty simulation; povertyusa.org) • Key facts about poverty and impact on brain development • Brain Changed (Environment & Resources)(musical instruments can change the brain and she encouraged implementing for low income youth)

Dr. Pawloski highlighted:

Poverty: The extent to which an individual does without resources that help one to be successful

- Support/role models
- Spiritual
- Financial
- Physical
- Emotional
- Cognitive

Critical resources:

- Time
- Relationships
- Money
- Role models
- Health
- Nutrition
- Sleep

She recommended talking about power of resources with teachers and ask teachers to analyze resources available to each child.

Dr. Pawloski discussed:

- Neural Pathways
- Electrical impulses
- The Adolescent Brain
- What actually changes in our brains?
- Structural changes (neurogenesis, cell size, cell connectivity, new cell survival, gene expression)
- Blood & Chemical (chemical levels, activity distribution, blood flow, glucose metabolism, neural growth factors)
- Ability to Stretch (neural plasticity)
- Brain Change

5 most likely brain disorders for low SES kids

- Stress
- AD/HD (add ADD)
- Learning delays
- Attachment
- Dyslexia

Stress negatively affects:

- Social judgment skills

	<ul style="list-style-type: none"> • Lifelong health • IQ • Attendance • Attention, focus and concentration • Cognition, creativity, and memory <p>Dr. Pawloski discussed establishing relationships and encouraged “2-for-10” – for 2 minutes each day for 10 consecutive days talk with students about something non-academic.</p> <p>She stressed that HIGH EXPECTATIONS should be for “every child every day” and that ALL MEANS ALL. Teachers must have a growth mindset about work with students. She shared that “Forest Gump” was a great example; he rose to what his mother expected.</p>
	<p>Dr. Sanders and Mr. Lassiter reviewed Teacher Working Conditions Survey results. They asked principals to identify areas most critical for their school’s success.</p> <p>Construction Reflections Activity – School Teams used the 2014 & 2016 TWC Survey Results. They were asked to look for positive/negative decreases; discuss why; what happened and how they can continue to maintain a high level of agreement.</p> <p>Lassiter asked to principals to “share” what they are doing and the importance of having open and honest communication. He recommended that moving forward the school leadership teams should talk about what it and what is not working.</p>
Lunch	<p>Guest speaker, Leanne Winner, NCSBA Governmental Relations Director, presented an update on the 2016 legislative session.</p>
	<p>Lassiter led the group in an activity (“In Their Shoes”). Each table was provided “decorations” and using old shoes they brought to the meeting, they designed a shoe that told “their” story. One person from each table reported out.</p> <p>The activity showed that: Individuals have to get comfortable to share “their” story” Getting to know where someone comes from will help build relationships There is more than meets the eye to each person’s story</p> <p>Lassiter ended the activity by reminding folks that we all have issues and challenges, but as leaders they have to determine what they are going to do about it. He encouraged everyone to leave their decorated shoes out all year</p>

	<p>and to think about walking in the shoes of kids they encounter.</p>
	<p>Dr. Cartner told the group to forget everything but the last 5 years and to think about how much education has changed in last 5 years. He indicated we have a story to tell and it is important that everyone gets on team to promote the district and individual school stories.</p> <p>Tammy Sawyer shared a presentation (“ECPPS Has A Story to Tell...”).</p> <p>She discussed:</p> <p>Where to Begin? (Teamwork & Attitude) How Can You Help? (Embrace the direction of the district; share positive things; invite folks in, ensure exceptional customer service...) Embrace the direction of the district; share positive things; invite folks in</p>
	<p>Dr. Cartner introduced Dr. Craig Boykin, speaker and author, and encouraged folks to think about the kids in their schools as they listened to Dr. Boykin’s presentation.</p> <p>Dr. Boykin shared his background information (going from GED to Ph.D.) and discussed challenges he faced. He presented “How to Motivate the Unmotivated”</p> <p>Dr. Boykin’s presentation covered:</p> <ul style="list-style-type: none"> • At-Risk students don’t care about your curriculum/lesson plan, until they know that you care about their situation outside of your classroom. • What causes lack of student motivation? (lack of support at home; peer pressure; “now” vs. “future” thinking) • Educators working together • Respect • Survival mode & improvement mode • Students put up walls (not to keep teachers out, but to see which teachers care enough to break them down) • Learned behaviors • Strive for progress not perfection • Need to be strategic in dealing with kids • Can’t save every child (gave comparison that even Jesus could not save all), but must give them all 100% • His 3 Rs – real, respectful, relevance

	<p>Dr. Cartner provided closing remarks. He indicated that in 30 days teachers will return and in 40 days students will return.</p> <p>He asked everyone to take a piece of paper, draw a line down the middle -- write "I wish"/"I hope" on the left and "I can"/"I will" on the right. He asked them to spend some time before teacher return thinking about those things – the left side is "feelings" and the right side is "balance."</p> <p>Dr. Cartner closed by saying it is difficult for him to accept praise in the community when folks give him credit for successes – it is really about "you" (a lot of people working really hard) and he is honored to be your colleague. He indicated "we" have a lot of "stuff" to do, but the good news is "we" can do it."</p>