#51 License- My Essential Question-

How does the administrator effectively lead school improvement and increased student achievement?

Date	Standard	Time Log	Title/Descriptor	Reflection	Resource/Product	
4/13/2015	3. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment. 8. The administrator models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.	4:00-5:00 Cumulative Hours 1	Practicum Meeting- Goal setting- Developing Focus	Discussing the balance of management and instructional leadership and the work of building culture and climate. What field experiences and responsibilities are the most fruitful sources of knowledge, skill development, and attitude formation for me as an aspiring school leader?		
4/13/2015	3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth 8. The administrator models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.	3:00-4:00 2	Teacher Coaching - Visioning and Building Leadership	What we've learned through our current Add+VantageMR® training, is that research has demonstrated that children grow in mathematical skill along a continuum based on their development. LV teachers, in particular, has been struggling to implement meaningful intervention experiences for students that correlate with their personal development. As specified by the Math Recovery Council (2014), "If we can find where children are tangled along this continuum, we can intervene with deliberate instructional strategies that untangle them and lead to strong mathematical sense" (p. 1). Through coaching a teacher in AVMR implementation we began working together to think about how to help teachers. LV teachers are driven to implement intervention that effectively meets the needs of our students to help them succeed. The teacher and I have had discussion on the current universal practices which involve a variety of formats that fit students' personal needs, such as small group setting or a co-taught/supported setting. In addition to our universal instruction, students participate in computerized intervention programs that further diagnoses mathematical gaps in which the computer program provides explicit instruction. We strongly believe that building the capacity of our teachers to diagnose the needs of our most struggling students is vital in order to enhance our universal instruction, and provide systematic assessment along with targeted and explicit instruction to our most struggling students. In our discussion together it is important to help communicate ----Our teachers are the critical factor in helping us reach our mission to ensure that all students have the knowledge and skills to succeed; we need to build their capacity to intervene and provide the right resources. We have started the very first steps to build influence in the school through piloting resources, researching, and providing professional learning. Together we will submit a grant to fund 12,000 towards Math Recovery AVMR training for Math Teachers.		
4/14/2015	The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth	9:00-10:00 3	MAP Math Historical Data Dig with District Data Specialists-	LV school strives to create strong universal experiences for each and every learner along with meaningful opportunities for growth and intervention, in order to bridge any gaps that are present before learners move on to middle school. As a current reality, teachers find themselves continually asking, "What do we do if our learners have not gained the foundational skills to be successful in universal instruction and grade level expectations?" Past and current achievement data demonstrates that many students are severely lacking basic numeracy skills. Students in our school participate in NWEA Measure of Academic Progress testing three times per year. In analyzing data, our current students show a staggering average of only 70% proficiency in algebra and number system, as shown in 4th to 6th grade MAP data. Achievement gaps are also observed in which the percentages for proficiency are significantly lower for students with disabilities and socially-economically disadvantaged students, where they fluctuate anywhere between 26% and 51% meeting proficiency, to demonstrate an overall average of approximately 40% proficiency. Further we are aware that historically our students are not successfully closing their gaps in knowledge and skill as we follow cohorts of students from fourth grade to sixth grade. Next steps- What conversations will shape the visioning for the teacher leaders in the building to plan for school improvement and student achievement	Data	
4/16/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.	9:00-12:30 6.5	Secondary Principals Meeting	Being a part of these meetings is a means of communication from central office to principals. The Ass. Superintendent also uses this time to monitor implementation of various initiatives and programs. We specifically talked about the implementation of icurio and it's impact on instruction in a personalized learning environment. The meetings seem to be the "management" of leadership responsibilities. It was shared that the team would see value in transforming this time to "leadership" and learning. This time will be more collaborative in the 15-16 school year upon the needs of our district and principals. The focus will be Literacy and achievement gaps and how we are working together to achieve our goals.	https://docs.google.com/document/d/1HBmVB-fq7wMw8EPIcRGQRBGFoFX_je-GHC4k_rqyynA/edit?usp=sharing	
4/15/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment. 2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.	9:00-9:30 7	Grant Collaboration	https://docs.google.com/document/d/1-2aHREIWoIVk4XwZPX-NHxHS-LWeUtsWhdWLpXuFDNQ/edit?usp=sharing		

Date	Standard	Time	Event	Reflection	Link	
4/22/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment. 2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.	10:00-11:00 8	Grant Collaboration	We continued to work on our grant and drafting our problem statement.	https://docs.google.com/document/d/1-zaHRElWoIVk4XwZPX-NHxHS-LWeUtsWhdWLpXuFDNQ/edit?usp=sharing	
4/20/2015	1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards. 8. The administrator models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.	12:00-1:00 9	Teacher Coaching- Math Intervention AVMR - Math Navigator Pilot	We discussed student data and observed significant student growth with the implementation of the intervention. This was a student that was on a computerized math intervention that was proven to be unsuccessful for this child. The child was on a second round of intervention for SLD referral. With the implementation of Math Navigator and the teachers dedication to meet with the child one-on-one during preps to intervene successfully with the child- he was dismissed from the referral due to significant growth. This required the teacher to think differently about intervening with students. It is not about proving the child needs SLD label but to prove that he can succeed and achieve. We had crucial conversations on the structure and how to make this work with other learner this may benefit. We had discussion of "flextime" and homework. How is the math homework being provided closing his math gaps and aligned with his progressions in math? This is an example of being intentional about leadership---- How am I to shape her thinking about student learning and achievement that may bring more impact?		
4/21/2015	1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.The administrator acts with integrity, fairness, and in an ethical manner. 6. The administrator acts with integrity, fairness, and in an ethical manner.	8:00-12:00 13	Admin Professional Learning Event- "The Attitude Gap	One of the biggest challenges that principals face is motivating the unmotivated to have the desire or the will to excel. Ultimately, the student must want it from within. How do principals make that happen? Baruti Kafele shares that principals must pay close attention to the climate and culture of their schools and each individual classroom. It is not reasonable to expect a student to come into a school that has an unfavorable or even a toxic climate and culture and expect favorable and healthy results. The school's climate and culture must therefore be conducive to all students having an attitude of excellence. At your school, what is the mood that your students are walking into every day? What is the lifestyle that your students are walking into? Are both conducive to your students having the will to soar? Are both conducive to your students being able to overcome the enormous challenges of peer pressure? Are both conducive to your students having the will to strive to maximize their potential? School leaders are essential to creating a climate and culture favorable to closing the" attitude gap". The principal makes the difference. The principal keeps the climate and culture of the school at the forefront of all school reform efforts because achievement cannot occur at optimal levels when the climate and culture are less than optimal.		
4/23/2015	3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.	8:00- 3:00 20	Barbara Bray ---Admin PL Meeting	This event really exposed the principals to better able understand personalize learning -helped understand the language around personalizing learning. -provided background knowledge of the differences of Personalization, Differentiation and Individualization. -builtvunderstand of Universal Design for Learning as the foundation to create Personalized Learning Environments. - build knowledge of the three stages of Personalized Learning Environments. and finally have the research and resources to support your journey to personalize learning. How do leaders effectively lead change and build a culture of risk taking and failure? With ASCEND and EE I find it hard for teachers to be variable.		
4/24/2015	7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.	11:00-1:30 22.5	District Assessment Committee	The DAC has been looking and advising the pace and scope of assessment starting in 2014-2015 requires more assistance in implementation and attendance to details at the building level than we can provide with existing roles.	https://docs.google.com/a/hssd.k12.wi.us/document/d/1sg8BtIN8KuL-lVsT7BZHh0ZLdiaZSgJeLbIuGmEG86l/edit?usp=sharing	
	2. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.	5:00-6:00 23.5	http://www.edutopia.org/article/making-student-data-part-conversation	When beginning the work getting teacher buy in for change I knew I had to rely on the data and what we are learning from our learners successes and struggles. I wondered how to develop a more data-driven model, one of the first challenges that former principal Cole Young faced was figuring out how to use the data, how to share it, and how to get everyone on the same page with the numbers. This is a culture shift and as we move into Personalized Learning- truly understanding our students is key! I appreciated the points shared by Cole Young. 1. Creating A Data-Friendly Culture 2. Making It Collaborative, Not Competitive 3. Assessments and Tools 4. Continue the Conversations- this will lead me into some data gathering to promote growth- however it takes true building leadership to conquer this and something that would be accomplished in a practicum of a couple of months- I can influence however...		
4/28/2015	3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth. 4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.3.	9:00-10:15 25.75	Math Cut Scores for Projections of School Need and Setting Guidelines	I worked with our Data Specialists to do start a data collection on Math MAP scores---this included historical data, gap analysis, and achievement per grade level https://docs.google.com/a/staff.hssd.k12.wi.us/file/d/0B6uNV9rD9kLpREFMc1R2OVhkb00/edit School report card Fourth Grade Data Lineville School Report Cards- Detailed 13-14		

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4/29/2015	1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.	3:15-4:00 26.5	ARO System Meeting with Teacher- Math Intervention Pilot Drop in	Teacher and I met to discuss progress made after 5 weeks of implementation. Growth has been observed and child's attitude significantly improved based on the shift of intervention from a computerized program to a strong teacher-student relationship and the use of Math Navigator. It was exciting to celebrate with the teacher and witness her passion for her learners as she shared a proposed 15-16 plan to implement this intervention option with more learners. This teacher has taken initiative to make intervention work beyond her classroom. She has expressed interest in taking any student that is struggling. She also enlisted a teaching partner to also join her in her endeavors.	
4/30/2015	2. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth 6. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment..	9:15-12:15 29.5	Admin Team Meeting	According to US Today, "School principals may oversee discipline in schools, but a new survey ranked the occupation as the happiest job in America for 2015". I loved when Damian, Superintendent, asked the group - how will you end your year...with a period or an exclamation mark! I reflected on this question as it relates to my essential question... the balance of management and the balance of "leadership"/ culture building is a factor that will determine your ending mark for the year. This was a great experience in that I was part of the discussion of the management responsibilities of ASCEND, EE, but also the components that drive the learning community and further develops the culture of our schools... we focused highly on our fourth belief of "Learning is a personal and collaborative process". In this we reflected on study of crucial conversations-What will make a difference is the work of leadership/ culture builder and it is about prioritizing-	Agenda
4/30/2015	5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	3:00-3:30 30	Conference Call with Dolphin School- Recommendation from Pearson - Math Navigator Implementation -Math Interventionist Networking	Networking with area school district in the implementation challenges and barriers at another intermediate school. This particular school utilized the Title I teacher for Math Intervention. The Math Interventionist is able to coach teachers and help co teach in the universal - and providing additional intervention support in the classroom. Instead of "flex time" they have "IE block" similar to our elementary schools in which the teacher implement intervention and enrichment.	
5/6/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.	10:00-10:30 30.5	Finalize Data MAP Norms for Intervention	I continued the work with the Data Specialist in order to help Lineville project their math intervention needs for the 14-15 school year with upcoming 4th graders and exiting 5th graders. When thinking about the implementation of Math intervention we need to start thinking about the students that will need support and building systems to support them.	
5/6/2015	6. The administrator acts with integrity, fairness, and in an ethical manner.	1:00-3:30 34	ASCEND Calibration - Teacher Compensation Initiative	This has been an incredible additional responsibility on our principals. In addition to the Educator Effectiveness Model and the new managerial duties that brings- ASCEND has proven to be another very managerial type responsibility that is added on the plate of our leaders. While the system can bring about potential influence and growth in our culture of collaboration- it is quite the task for principals. This meeting we talked specifically about calibrating on the rubrics and ensuring consistency in the rating of teachers for compensation. Each summative year a principal needs to rate a teacher in four different domains. Every year they have to update any teachers who have discrepancies with their placements. They need to report out the codes and communication with staff. With this I wonder how principals continue to focus on leadership and shaping culture when just these two huge things can consume a major portion of a principal's time in the school year.	
5/14/2015		10:00-12:00 36	Secondary Principal Meeting	We specifically discussed peer coaching which is a proven professional development model that drives school improvement AND supports existing initiatives. It is an effective method to help teachers effectively integrate technology with standards-based instruction. It is based on best-practice research for effective professional development in supporting a change in instruction. Principals play a crucial role in leveraging the Peer Coaching Model to transform teaching and learning in their buildings. We discussed the principles timeline and recommendations to help build a strong school level professional learning community. It was interesting to hear the different ways principals are leveraging their peer coaches in their efforts to increase student achievement and prepare students to their future.	https://docs.google.com/a/hssd.k12.wi.us/document/d/1aAmqBl7KA49mHi38vKkyDTiiE3W6L75vsLswDS90JAl/edit?usp=sharing
5/15/2015	1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards. 4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.	7:30-8:15 36.75	Math Intervention Discussion	Principal, Special Education Teacher, and a Math teacher and I met to discuss the design of math intervention for special education houses and non special education houses that are currently set up for 15-16. We discussed a potential schedule set up by the Math teacher that offers intensive intervention for 8 students. The principal was able to support the need financially.	
	The administrator acts with integrity, fairness, and in an ethical manner.	3:00-3:45 37.5	Meeting with Tony Ebeling- Data Driven Conversations--- Management to Instructional Leadership	We discussed his model for teacher leadership in PLC for analyzing and monitoring data and his role as a leader influencing the culture of PLC. We specifically discussed a new family who wants to excel children two grade levels and the connection with Central Office and Building Level - philosophical differences	

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5/19/2015	The administrator acts with integrity, fairness, and in an ethical manner.	7:00-7:30 38	Meeting with Ryan Weltz- Shared Leadership - New Shifts in Visioning	Upon a mock interview and feedback provided I wanted to meet with Ryan Welnetz a elementary school principal on his new visions of new shifts in leadership. We discussed how he builds his system of Service Team Leaders that further leads building level committees, and school improvement teams. His vision were a reflection of struggles to scale personalized learning. I am once again reminded of the disruption of change and the impact it can make- I am reminded of a quote "Leaders need to be comfortable with uncomfortable" - Most of the tasks undertaken in my practicum bring fear of "will everyone be in agreement and on board?". However key is to overcome any fears and influence change. The first influence is to be a "learning leader". The role of the" learning leader" is to model learning and shape the conditions for all to learn. Principals are instructional leaders who work for progress as a collective journey with stakeholders, even beyond the district, in a group improvement process. Fullan (2014) advises principals to build professional capital across the building and to do so even beyond the school. I need to continue to be a co-learner with my teachers and with my administrative team and beyond. I can bring value to the learning through my questions, connections, and challenging the status quo and understandings. The second influence is being an "Agent of change" in which principals are able to move people forward under difficult conditions. Much of my research has emphasized the importance for principals to be knowledgeable of the change process and truly understanding the transformational change that needs priority. I love the quote by Elmore (2010), "If you think about it we are constantly experiencing personal and professional change, so we should be good at it." As a leader I need to impact the change process through "the long lever of leadership" (Fullan, 2005, p. 27). We need to think in bigger terms and to act in ways that affect larger parts of the system as a whole .	
5/20/2015	2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.	4:00-5:00 39	How to lead change vs. Manage Change - Ryan	https://docs.google.com/document/d/18SYVovjzr0IpN6-z5zBroTb0ioFHNKLmMg-QvAsd_r4/edit	
5/21/2015	2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.	9:00-12:30 42.5	Admin PL Meeting	Just as educators will be asked to develop customized paths with their learners, the road to personalized learning looks different for every district/school/team. I was able to observe principles utilizing a template from CESA1 on Creating a Customized Learning Path for their staff. As a leader, they had to think about how they can create a learning path for your staff that makes sense for their current situation. The questions provided guided principals to plan for implementation with the three core components, in the same way that we are asking our teachers to plan for personalized learning with their students. Before getting down into action plans and steps – this tool was useful to to answer some bigger questions. 2.5.1 Tool: Building A School Level Customized Learning Path (for building leaders)	https://docs.google.com/document/d/1BKhorFEoT9oX4Z-ixW1BSRG_5WEa7fyQv7vZ4x6y6cc/edit?usp=sharing
6/11/2015	5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources	8:00-3:30 50	End of Year Administrative Meeting		
6/16/2015	2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.	12:00-1:00 51	Practicum Meeting	How do we continuously attend to the constant change essential to our work and not let it become an obstacle in itself? (Leading change rather than managing change) Facing fears is a huge reflection piece- Most people are fear driven v. purpose or passion-driven. Time management is critical and Phil shared his own reflections of time management to ensure leadership that is intentional.	
6/16/2015	7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.	6:00-7:30 52.5	Self-Reflection on 14-15 Leadership and next steps for growth http://initiative-one.com/overcome-3-challenges-that-hinder-self-leadership/	"It's easier to be busy than it is to be intentional" This has been a great reflection point for me this year- If you are serious about enriching your leadership legacy, you must invest in practices that will enhance your authenticity, credibility and trust. What are the "practices that will enhance my authenticity, credibilty, and trust... Execution is essential. But, busyness at the expense of self-leadership is detrimental. You don't have to sacrifice metrics that measure performance to pay attention to your character development. Intentional movement requires perspective. Take a long view and look for meaning that is deeper than the normal flurry of activity this week. I have to r continue to remember, what you do is a prime indicator of what is most important to you. "How" is the part I am working on.	
6/17/2015	2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.	8:30-3:30 59.5	Lineville School Improvement Planning	A. Icebreaker- Groups of 3-5 to describe with 5 "hopes"- to shape the work of the group. 1. and 2.When I think of hopes I think about how do we ensure that all children strive for excellence and how do we ensure all meet their highest potential--- all students in Literacy and Math 3. Building a culture that knows their children inside and out- How do we build this as a focus for 15-16 to gear towards personalized learning 4. PLC structure --- How to build a more "risk taking culture" learning community -- 5. Homework B. Share out of "hopes" (PBIS- adding unstructured support to ex. breakfast, Assessment, Visioning of District-Wide initiatives (June- August), Writer's Workshop) B. Shaping the environment of the retreat " Building a united front" of the plan and having input C. Vision Casing - How to make the "World Class rocks" Universal --- D. Structural, programs, students background, technology--- Does Not focus on the distractions-effectiveness less than .4 ---but it is what we tend to focus on --as a leader how do you keep thinking towards "impact"--- the video showed What is impact??? The power of passion, and teachers collective expertise E. Data Analysis- Interesting the gaps in achievement in math for SPED (growth is good) and universal for ELA- Reflecting on the question "why?"	https://docs.google.com/document/d/1dZyv7Nixe1cYxughJU40jngkVCw6PsvnozItMH5_UHY/edit

Date	Standard	Time/Hours	Activity	Reflection		
6/18/2015	5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources	2:30-4:00 61	School Improvement Planning Meeting- Follow up	How to take the guidelines set by central office and bring to action to the building level. Here are the guidelines- https://docs.google.com/document/d/1d2yv7Nixe1cYxughJU40jngkVCw6PsvnozItMH5_UHY/edit?usp=sharing- We discussed next steps to the goal setting and action steps. We discussed the importance of instructional leadership- According to Wagner (2006), " We need to sharpen our vision outward, seeing more deeply into the organizations we are trying to improve. We also need to sharpen our vision inward, seeing more deeply into ourselves, and the way we must change, as well. The context in which we reside and the culture we are part of help shape my inward vision and help me change and develop." (p.51)		
6/19/2015	4.The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.	8:00-9:30 62.5	AVMR Planning	6th grade math: 6th Grade Math - Overall % making targeted growth will increase to 80% (achieved 77% in 2014-2015) SwD % making targeted growth will increase to 70% (achieved 58% in 2014-2015) 5th Grade Lineville students will improve their MATH performance during the 2015-16 School Year, as measured by the NWEA MAP, so that: Maintain 80% of all students meeting or exceeding targeted growth from fall to spring in math (achieved 80% in 2014-15) 70% of SwD will meet or exceed targeted growth from fall to spring in math (achieved 65% in 2014-15). How will the implementation of AVMR help achieve this goal? I continued to be challenged by reflections of teachers from SIP planning meeting- example: "The responsibility to make intervention time was left up to the individual houses. I'm afraid if we change the schedule for next year, that would cause staff frustration. Maybe give houses this year to prove their way to make intervention time before dictating to them? There will be more staff buy-in if they have tried something and find it didn't work. They might be more open to schedule change after that?" Are we comfortable with disruption as a system...not yet but we will get there to meet the needs of our learners.		
6/22/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.	8:00-3:00 69.5	LV AVMR training opportunity- kick off with vision and SIP connections- Math Nav.			
6/23/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.1.The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.	8:00-3:00 76.5	AVMR Training Faciliation			
8/1/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.	8:00-12:00 80.5	Math Navigator Training Prep- Distr	6th grade math: 6th Grade Math - Overall % making targeted growth will increase to 80% (achieved 77% in 2014-2015) SwD % making targeted growth will increase to 70% (achieved 58% in 2014-2015) 5th Grade Lineville students will improve their MATH performance during the 2015-16 School Year, as measured by the NWEA MAP, so that: Maintain 80% of all students meeting or exceeding targeted growth from fall to spring in math (achieved 80% in 2014-15) 70% of SwD will meet or exceed targeted growth from fall to spring in math (achieved 65% in 2014-15). How will the implementation of AVMR help achieve this goal? I continued to be challenged by reflections of teachers from SIP planning meeting- example: I'm concerned about our current schedule not allowing for consistent intervention times across the silos and that in order to fit this into our current schedule, students will be missing out on TEAM and/or other related arts classes. This dicussion actually cam e up at the training. I continue to connect to Frontier and Rickabaugh (2014) "efforts haven't been successful because the transactional, structural approaches that can change schools have little or nothing to do with the less visible but far more powerful strategies required to change student learning experiences in schools." (p. 164). The most powerful strategies are developing the context in which all stakeholder can be shaped to believe in, value, and commit to the vision. https://docs.google.com//d/1d2yv7Nixe1cYxughJU40jngkVCw6PsvnozItMH5_UHY/edit		
8/11/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment. 1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.	9:00-12:30 82.5	Math Navigator Training			
8/12/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment. 1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.	8:00-9:30 84	Math Navigator Follow Up-ARO an			
9/1/2015	4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment. 1. The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.	8:00-10:15 86.25	Intevention Drop Inventory - Follow up Feedback			
TBD			End of Practicum Meeting- Self Assessment and Assessment - Final Reflecitons			
		Total Hours- 86.25		Supervisor Signiture: _____ Date:_____		