Fed Chats: Professional Learning for Federal Programs Coordinators

Session 5:
Title II-A: Building Systems of Support for Excellent Teaching and Leading
PowerSchool Registration

For 1 PLU credit:
PLUACLD857

For 20 CEU credits:
CEUFP857
Greetings
Special Recognitions

Janet Hagood
AAFEPA, President
Session 5
Title II-A: Building Systems of Support for Excellent Teaching and Leading

Special Guest Presenters

Dr. Alicia Lyles
Chambers County Schools
Director of Federal Programs

Rafael Simmons
Selma City Schools
Director of Federal Programs & Strategic Initiatives
The Purpose of the Title II, Part A

- To increase student achievement consistent with challenging State academic standards
- To improve the quality and effectiveness of teachers, principals and other school leaders
- To increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools
- To provide low-income and minority students greater access to effective teachers, principals and other school leaders
Transferability

Section 5103(a)(1) of the ESEA permits LEAs to transfer funds allocated from the following programs:

- Title II, Part A, – Title IV, Part A,
- For Title II, Part A, the LEA must consult with private schools prior to transfer
- Can transfer all or a portion of the funds into a grant award for the same year
Supplement Not Supplant

The federal supplement, not supplant, provision is intended to ensure that services provided under Title II, Part A are in addition to, and not in place of, local funds if Title II funds were not available.

• Consideration I: Are the services that the district wants to fund required under state law, local, or another federal law? **If they are, then it is supplanting.**

• Consideration II: Were state or local funds used in the past for these services? **If they were, it is supplanting.**

• Consideration III: Are the same services being provided in other schools paid for with state or local funds? **If they are, then it is supplanting.**

District and school personnel must maintain documentation that clearly demonstrates the supplementary nature of these funds.
Eligible/Non-Eligible Expenditures

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Eligible Activities</th>
<th>Non-Eligible Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator Salaries</td>
<td>• Program Administrator/Grant Manager/Professional Development Coordinator – only the portion of the salary dealing directly with Title II, Part A</td>
<td>• Entire salary unless the manager’s entire responsibility is Title II, Part A</td>
</tr>
<tr>
<td>Instructional/Professional Staff</td>
<td>• Academic/Instructional coaches • Salary for licensed teacher for class-size reduction • Development and support for district-based preparation programs for administrators • Development and support for district-based teacher preparation programs for initial and/or professional licenses • Differential pay for teachers in high need districts* • Signing bonuses* • Differential pay for core academic shortages* • Performance based compensation*</td>
<td>• Develop/align/design/map/revise curriculum, assessments or district determined measures • Salary for unlicensed teachers for class-size reduction</td>
</tr>
<tr>
<td>Support Staff Salaries</td>
<td>• Secretary/Bookkeeper for Title II, Part A grant work – only portion of salary dealing directly with Title II, Part A</td>
<td>• Entire salary unless the support staff’s entire responsibility is Title II, Part A</td>
</tr>
<tr>
<td>Stipends</td>
<td>• Teacher stipends to present workshops, trainings that improve content knowledge and/or classroom practice • Teacher stipends for participation in Title II, Part A PD • Stipends for Mentors/Mentor Coordinator</td>
<td>• Salaries for paraprofessionals/ aides • Stipends for tutors</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>• Retirement systems • Other fringe benefits such as health insurance</td>
<td></td>
</tr>
</tbody>
</table>

*Must be linked to measurable increases in student academic achievement produced by the efforts of that teacher or principal*
### Eligible/Non-Eligible Expenditures cont’d

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Eligible Activities</th>
<th>Non-Eligible Activities</th>
</tr>
</thead>
</table>
| **Contractual Services** | - Consultants for evidence-based PD to improve content knowledge and/or classroom practice  
- Consultants to provide training to enable educators to involve parents in their children’s education  
- Consultants to improve classroom management  
- Consultants to provide training to improve content knowledge and/or classroom practice of paraprofessionals  
- Consultants for well-rounded education areas  
- Substitutes for teachers attending Title II, Part A funded evidence-based PD or for CSR  
- Consultants for Private School allocation | - Substitutes for teachers not attending Title II, Part A eligible PD or not CSR teacher  
- Consultants for first aid training                                                                                                                                                                           |
| **Supplies and Materials** | - Supplies to be used strictly for PD such as books, software, instructional technology  
- Evidence based PD Meeting supplies such as chart paper, pens, binders, easels | - Supplies to be used in the classroom or by students  
- Anything not directly connected to educators’ PD                                                                                                                                                          |
| **PD Travel (Registration)** | - Conference registration for evidence-based PD  
- Course reimbursement for evidence-based PD  
- Cost of required state tests to determine licensed status  
- Private school allocation for evidence-based PD  
- Expenses for transportation, per diem, and lodging if the costs are reasonable and necessary  
- Support for National Board certification | - Meals for school/district PD meetings  
- Direct reimbursement to private, nonpublic schools                                                                                                                                                     |
| **Other Costs** | - Memberships/Subscriptions for evidence-based PD  
- Advertising to recruit licensed educators  
- Printing/Copying for evidence-based PD  
- Space rental for evidence-based PD  
- Indirect Costs  
- Periodicals, online subscriptions, and software license fees for Professional Development |  |
Chambers County School District’s Novice Teacher Academy

Dr. Alicia Lyles
Title II Funding Uses

• Consultants
• Speakers
• Training supplies for new teachers (Notebooks, First Days of School-Wong; Classroom Management Book- Wong; First-Year Teacher’s Survival Guide – Julia Thompson)
• Novice Teachers Academy- Mentoring & Induction Program
• Stipends
Beginning of NTA

• One-day New Teacher Orientation
  • Not enough time to give teachers what was needed to start the year

• Two-day Orientation
  • Focused one day on Classroom Management (Notebook)
  • Lee V Macon Session
Multi-day and Multi-Year Induction

• Three-day Orientation
  • Literature Review
    • Annette Breaux and Harry Wong *New Teacher Induction*

• Research
  • Two districts used teacher induction programs to help increase teacher retention
  • Teachers agree that training made them feel more valued
Classroom Management

1. Chambers County Schools Mission Statement .................................................. 3
2. Central Office Personnel .............................................................................. 4
3. Chambers County School listings and Principals ........................................ 5
4. District Calendar .......................................................................................... 6
5. Student Checklist for Rules and Procedures .............................................. 7
   a. Sample ................................................................................................. 9
6. Student Handbook Quiz ............................................................................. 11
7. Notebook Cover Sheet ................................................................................ 13
   a. Sample .................................................................................................. 15
8. Bathroom Passes ......................................................................................... 17
9. Questions- Fingers ..................................................................................... 18
10. Parental Contact Log ............................................................................... 19
11. Sample Class Syllabus ............................................................................. 20
    a. Course Syllabus (Weekly topics) ......................................................... 24
    b. Course Syllabus (teacher use) ............................................................ 25
12. Substitute Teacher Information ................................................................. 28
13. Substitute Teacher Information (short form) .......................................... 31
14. Bubble Answer sheets ............................................................................. 33

Copy of Curriculum Guide
Teacher Mentoring Program

- Annual Training (together)
- Monthly Meetings (surveys)
  - Mentors
  - New teachers
Novice Teachers Academy

Program Motto:

The purpose of the Chambers County Novice Teachers Academy is to provide quality training and classroom support for teachers new to the Chambers County School System. It includes professional development opportunities as well as one-on-one support. Project NTA is a three-year program.
YEAR 1: DATE: Summer 2021

(New teachers hired after ____ dates will complete NTA during the summer of 2022)

• **Teachers with less than 5 years experience:**
  • 3 Day NTA Orientation: Chambers County Resource Center, **July**
  • Monthly job embedded professional development through mentoring and/or online training

• **Teachers with 5 years or more experience:**
  • 1 Day Orientation: Chambers County Resource Center (option of attending all three days of NTA at the request of Superintendent, principal and/or personal preference)
  • Monthly job embedded professional development through mentoring and/or online training
Phase 1

• Overviews of Chambers County programs and procedures.
• Models of best practices targeting classroom management.
• Includes
  • professional development training
  • classroom level resources and support
  • grade level/ department follow-up sessions
  • current resources appropriate to grade content
YEAR 2: Professional Development to Increase Student Achievement

DATE: Summer 2022

• **Teachers with less than 5 years experience:**
  - 12 Hours of Professional Development in addition to other required Professional Development.

• **Teachers with 5 years or more experience:**
  - 6 Hours of Professional Development in addition to other required Professional Development.
Phase 2

• Emphasizes strategies for increasing student engagement and achievement in the classroom
  • Literacy Strategies,
  • Strategic Teaching,
  • Effective lesson delivery

• Includes:
  • professional development training or
  • participation in graduate school
  • classroom level resources,
  • grade level/department follow-up sessions.
YEAR 3: Participant’s Choice
DATE: Summer 2023

• **Teachers with less than 5 years experience:**
  • 12 Hours of Professional Development in addition to other required Professional Development.

• **Teachers with 5 years or more experience:**
  • 6 Hours of Professional Development in addition to other required Professional Development
Phase 3

• Designed by the employee.
  • Each participant will select a professional development activity that best meets his/her classroom needs as determined by the PLP.

• Includes
  • professional development training or
  • participation in graduate school
  • classroom level resources and support
  • grade level/departmental follow-up sessions
Results

- Each participant will receive a certificate of completion for the Novice Teacher Academy
- Each participant will have at least 36 hours towards recertification
- Teachers will remain with the district
- The number of new teachers that we need to hire has decreased
Aim for Excellence:
Leaders are Learners

Rafael Simmons
Director of Federal Programs & Strategic Planning
Outcomes

- Participants will see examples of how Selma City uses Title II to support the professional learning of principals and other leaders.
- Participants will understand how the structure of Selma City’s principal’s meetings facilitates embedded, collaborative professional learning for principals and leaders.
# 2018 - 2019 Planner Meetings for ELTESL

<table>
<thead>
<tr>
<th>MEETINGS</th>
<th>Dates of Principals’ Meetings and Leadership Summit</th>
<th>Meeting Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Wednesday, September 6, 2018</td>
<td>Selma High School</td>
</tr>
<tr>
<td>October</td>
<td>Wednesday, October 3, 2018</td>
<td>Byrd Early Learning Center</td>
</tr>
<tr>
<td>November</td>
<td>Wednesday, November 7, 2018</td>
<td>Cedar Park Elementary School</td>
</tr>
<tr>
<td>December</td>
<td>Wednesday, December 5, 2018</td>
<td>Sophia P. Kingston Elementary School</td>
</tr>
<tr>
<td>January</td>
<td>Wednesday, January 16, 2019</td>
<td>Edgewood Elementary School</td>
</tr>
<tr>
<td>February</td>
<td>Wednesday, February 6, 2019</td>
<td>Clark Elementary School</td>
</tr>
<tr>
<td>March</td>
<td>Wednesday, March 6, 2019</td>
<td>Meadowview Elementary School</td>
</tr>
<tr>
<td>April</td>
<td>Wednesday, April 3, 2019</td>
<td>R. B. Hudson Middle School</td>
</tr>
<tr>
<td>May</td>
<td>Wednesday, May 1, 2019</td>
<td>Payne Elementary School</td>
</tr>
<tr>
<td>June</td>
<td>Wednesday, June 5, 2019</td>
<td>Knox Elementary School</td>
</tr>
<tr>
<td>July</td>
<td>Leadership Retreat July 23 -25, 2019</td>
<td>TBA</td>
</tr>
</tbody>
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**Monthly Principals’ Meeting & Leadership Summit**

September 2018 – May 2019

**Literacy is Key in Unlocking the Cycle of Poverty**

"Illiteracy locks communities into vicious cycles of poverty that is the conditions for violence and strife. Forty percent of the world’s out-of-school kids of primary-school age live today in conflict-affected countries. Education is simply the best path out of the crisis; it is the surest long-term investment in development."

Authors: Sine Bellowa and Laura Bush

Dr. Avis Williams, Selma City Schools Superintendent
The Transition Begins…

Enhancing Literacy through Effective School Leaders
Professional Learning Unit of Study

The purpose of this study is to provide ongoing professional learning for administrators in the Selma City Schools (SCS). Through this learning experience, central office administrators and local school principals will collaborate and participate in highly effective learning experiences to deepen their understanding of the impact of providing adequate literacy-based programs in our schools on student learning and achievement. The need for equipping students with a quality education has never been greater than ever before. This study will provide participants with learning experiences encapsulated by following:

• Developing instructional leaders understanding of strategic teaching as encompassed by standards-based instruction, purposeful lesson planning, tiered instruction, and formative assessment practices being utilized in high quality classrooms.

• Providing district leaders with a unified evaluation process, titled, Educator Effectiveness, for providing efficient feedback to teachers when observing classroom instruction to optimize student and teacher growth.

• Supporting the growth of instructional leaders regarding enhancing literacy in schools by identifying high-yielding instructional strategies and connecting social-emotional learning and teacher efficacy to the unit of study.

• Working with school administrators to set goals that measures the success of school-wide targets.

Participants will be required to attend multiple face-to-face sessions, participate in classroom observations in local schools, and submit monthly reflections using SCS SharePoint site. One PLU will be earned upon the successful completion of the study, and the PLU will be offered over the course of the 2018-2019 school year.

Targeted Participants: Local Principals, Central Office Administrators, Directors, and Superintendent

Methods of Delivery: Face to Face and Site Visits

Monthly Sessions

Activity Title Session 1: Using Strategic Teaching and Effective Questioning to Improve Student Learning (September)
Description: This session entails an overview of the Alabama Reading Initiative’s Strategic Teaching: Literacy Across All Content Module for Professional Development. In the face-to-face session, participants were introduced to the various components of strategic teaching and the overarching idea of strategic teaching being a process versus a strategy. Various instructional strategies will be shared with participants which should be included and observed throughout instructional lessons. The discussed strategies can be used across all content areas to investigate how questions are used by teachers to enhance student engagement and promote critical thinking.

Activity Title Session 2: Understanding Standards-Based Instruction (October)
Description: Session two will begin with an overview of the professional learning unit (PLU) and linking the unit of study to improving student learning through enhancing literacy in our schools. After the introduction, participants will complete a pre-assessment to gauge the group’s understanding of effective literacy. Following the debrief, participants will be introduced to standards-based instruction through a presentation. Following the presentation, participants will participate in activities that focuses on unpacking content standards to deepen ones understanding of standards-based instruction. One activities will involve participants identifying relevant skills or verbs (what students must do), key concepts (what students must know), star performance skills (what teachers will watch and listen for), and products (products students need to practice creating to be successful). After participants have practiced unpacking standards, they will explore the Alabama Insight Tool. Be given a copy of unpacked content standards, and copies of ELA and Math Curriculum Guides. The session will be concluded with a discussion of how the process of unpacking standards contributes to deepening the understanding of standards-based instruction.

Activity Title Session 3: Assessing the Efficiency of Your School’s Tiers II & III Instruction (November)
Description: During session three, participants will begin by session completing a question carousel to be provided a presentation on Tiered Learning Support, in particular, discussions will be had regarding Tiers II and III instruction. Embedding the time for intervention-based support and monitoring into schools instructional program are necessities if wanting to ensure the appropriateness of student learning in relation to the skills and concepts taught as well as the fidelity of the supports and holding staff accountable. According to Cowherd, author of Simplifying Response to Intervention: Four Essential Guiding Principles, Tier 2 supports should be proactive, targeted, and organized. As part of the session, each participant will complete a “Where Are We Now” Tier II and Tier III reflection throughout a walkabout experience of posted questions around the room.

Activity Title Session 4: The Positive Impact of Social Emotional Learning on the Learning Environment (December)
Description: In session four, participants will have an opportunity to examine social emotional learning, the five components associated with SEL, and the potential risk factors that inhibit student learning when facing challenges associated with SEL. Participants will be asked to visualize the ideal school setting where optimal learning occurs and where the wellbeing of children is in balance with academic performance. In groups, participants will be asked to share the impact of SEL in positive learning environments and detail: what would you see, what would you hear, and how would you feel? The information will be examined to format district-wide goals regarding SEL integration in schools and classrooms. The ultimate goal of the facilitator will be to lead the group in understanding that there is one-size fits all approach to SEL, but the key is awareness and responsiveness.

Activity Title Session 5: Literacy Resiliency (January)
Activity Title Session 6: Making the Connection: Understanding the Effect of Teacher Efficacy (February)
Description: Session six will open with a brief reflection of all previous sessions and the perceived impact of the professional learning on student outcomes. In session five, participants will delve into an in-depth review of teacher efficacy. The facilitator will lead the group into exploring teacher self-efficacy and the effect of it on learning outcomes. Teacher efficacy is an important factor that should be taken into consideration in regards to student learning. Bandura (1994) defines self-efficacy as “the beliefs that determine how people feel, think, motivate themselves and behave”, which relates to John Hattie’s definition of collective teacher efficacy. Participants will explore Hattie’s 2017 Updated List of Factors Influencing Student Achievement.

Activity Title Session 7: Differentiating and Scaffolding Instruction (March)
Description: Session seven will begin with a reflection on the guiding questions included in session #1. Participants will discuss how the answers to the guiding questions are changing or evolving as a result of this professional learning. Following the reflection, participants will explore the elements of a successfully differentiated classroom and why differentiation is essential for all learners to achieve maximum potential. The training will feature three differentiated instruction modules: Differentiating the environment, differentiating the content, and differentiating the process and product. Participants will analyze the connection between differentiated instruction and the following: unpacking content standards; rigor, relevance, and DOK; and strategic teaching.

Next, the participants will identify the meaning of scaffolding. After defining what scaffolding means to them and researching definitions of scaffolding, participants will watch a video from the Teaching Channel and look for evidence of scaffolding. They will then describe additional ways to scaffold instruction in the classroom.
The Transition Begins…
### Current Status...

#### SELMA CITY SCHOOLS

**JOURNEY TO INSTRUCTIONAL AND LEADERSHIP EXCELLENCE**

**Principals’ Meeting**

**Wednesday, September 2, 2020**

9:00 a.m. – 12:15 p.m.

<table>
<thead>
<tr>
<th>Content</th>
<th>Facilitators</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TeamSelma</strong></td>
<td>Dr. A. Williams</td>
<td>9:00-9:10</td>
</tr>
<tr>
<td><strong>One Team, One Voice, Committed to Excellence Jeopardy Contestant Game</strong></td>
<td>Mrs. Cleveland</td>
<td>9:10-9:15</td>
</tr>
<tr>
<td><strong>Continuing to Brand Selma City Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Communicating on Social Media and Live Media</td>
<td>Ms. C. Washington</td>
<td>9:15-9:45</td>
</tr>
<tr>
<td>- Presenting in the Name of Selma City Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Positive Press</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2020 Instructional Goals and Curriculum Focus</strong></td>
<td>Reading Specialists &amp; Mr. E. Coleman</td>
<td>9:45-10:30</td>
</tr>
<tr>
<td>- Alignment of the Curriculum, Instruction, and Intervention</td>
<td></td>
<td></td>
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<tr>
<td>- Transitioning to Schoology and SchooLP胤Status Update</td>
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</tbody>
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**BREAK – 10 Minutes**

Transition to Breakout Room – 10 mins.

- Discussion: Highly Engaging Remote Learning Environments Facilitators: Mrs. A. Johnson, Ms. M. Russell, and T. Cunningham

<table>
<thead>
<tr>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td><strong>UAB Selma Adolescent Health Initiative (SAHI) Update</strong></td>
<td>Dr. S. Ozerski &amp; Dr. T. Meycock</td>
<td>10:45-11:15</td>
</tr>
<tr>
<td><strong>Online Adolescent Health Education Course</strong></td>
<td></td>
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<tr>
<td><strong>Live Zoom Sessions for Students, Parents and Staff</strong></td>
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<tr>
<td><strong>Career Support and Mentorship Opportunities</strong></td>
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<tr>
<td><strong>Health and Wellness and Self-care</strong></td>
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Transition to Breakout Room – 10 mins.

**One Team, One Voice, Committed to Excellence Jeopardy Contestant Game**

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>LeanStream Presentation</strong></td>
<td>Mr. B. Headrick</td>
<td>11:30-12:00</td>
</tr>
<tr>
<td><strong>Next Steps and District Updates</strong></td>
<td>Central Office</td>
<td>12:00-12:15</td>
</tr>
<tr>
<td><strong>Optimistic Close</strong></td>
<td>Mr. J. Munford</td>
<td>12:15</td>
</tr>
</tbody>
</table>

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**One Team, One Voice: Committed to Excellence**
## Current Status

Selma City Schools  
JOURNEY TO INSTRUCTIONAL AND LEADERSHIP EXCELLENCE  
Principals’ Meeting  
Wednesday, December 2, 2020  
9:00 a.m. – Noon

<table>
<thead>
<tr>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>TeamSelma</td>
<td>Dr. A. Williams</td>
<td>9:00-9:10</td>
</tr>
<tr>
<td>Prevue of SCS Fall 2020 Panorama Education Survey Data</td>
<td>Ms. C. Randolph</td>
<td>9:10-9:30</td>
</tr>
<tr>
<td>- Overall District/Schools Feedback from Student, Faculty, and Parent Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Next Steps for Using Panorama Feedback</td>
<td></td>
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</tr>
<tr>
<td>Mandatory Reporter Training through the Child Advocacy Center</td>
<td>Ms. D. Poe CAC Outreach Coordinator</td>
<td>9:30-10:00</td>
</tr>
<tr>
<td>- Do you know that teachers are the #1 reporters of child abuse and neglect?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Now, more than ever, we need to keep the signs of abuse and neglect in their minds.</td>
<td></td>
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</tr>
<tr>
<td>- What can be done to help our children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBI Care for Leaders and Break (15 mins.)</td>
<td>Courtesy of Team Edgewood &amp; Principal Margaret Jones</td>
<td></td>
</tr>
<tr>
<td>Trauma Informed Sensitive Schools and Communities Amid COVID-19</td>
<td>Dr. A. Smiley, Mrs. McKinley &amp; Mrs. King</td>
<td>10:15-10:40</td>
</tr>
<tr>
<td>- Elements of Trauma Informed Sensitive Schools and Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Trauma Informed Sensitive Strategies that Principals and Teachers Can Use</td>
<td></td>
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</tr>
<tr>
<td>Supporting Scholars’ Mental Health During COVID-19</td>
<td>Ms. K. Evans</td>
<td>10:40-11:00</td>
</tr>
<tr>
<td>- Mental Health Identifies for Scholars</td>
<td></td>
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<tr>
<td>- Supporting MH Strategies for School Facilities</td>
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<tr>
<td>Mindfulness and Reconnecting the Mind</td>
<td></td>
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</tr>
<tr>
<td>Our Most Vulnerable Scholars: Homeless and English Language Learners (Federal Programs)</td>
<td>Mrs. J. Patterson and Mrs. F. Tinker</td>
<td>11:15 - 11:50</td>
</tr>
<tr>
<td>Next Steps and Central Office Updates</td>
<td>Dr. O. Ford</td>
<td>11:50-12:00</td>
</tr>
<tr>
<td>- Special Education Reporting Croups in i-Ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimistic Close</td>
<td>Surprise Guest</td>
<td>Noon</td>
</tr>
</tbody>
</table>
# Current Status

**SELMA CITY SCHOOLS**  
**Journey to Instructional and Leadership Excellence**  
**Principals’ Meeting**  
**Wednesday, January 13, 2021**  
**9:00 a.m. – 11:45 a.m.**

<table>
<thead>
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<tr>
<td><strong>TeamSelma</strong></td>
<td>Dr. A. Williams</td>
<td>9:00-9:10</td>
<td></td>
</tr>
<tr>
<td><strong>Cognia’s Engagement Report and ELEOT 2.0 Observation Tool</strong></td>
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</tr>
<tr>
<td>- TeamSelma Celebration!</td>
<td>Mr. R. Simmons</td>
<td>9:10-9:45</td>
<td></td>
</tr>
<tr>
<td>- Share Highlights from Engagement Review</td>
<td></td>
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<tr>
<td>- TeamSelma’s Next Steps in the Journey</td>
<td></td>
<td></td>
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<tr>
<td>- ELEOT 2.0 Observation Tool Reset</td>
<td></td>
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</tr>
<tr>
<td><strong>RTE Phase III: Operations/Facilities General Cleaning and Disinfecting</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Communicating School Cleaning Products</td>
<td>Mr. J. Peterson</td>
<td>9:45 – 10:15</td>
<td></td>
</tr>
<tr>
<td>- Preparing Schools/Classrooms for Reopening (Seating Chart)</td>
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<td>- Distributing/Storing Cleaning Supplies and Resources</td>
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<td>- Planned Facilities Rounds – Starting Monday, January 18th</td>
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<tr>
<td><strong>SEL Care for Leaders (15 mins.) and Break</strong></td>
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<td><strong>Courtesy of Team School of Discovery and Principal Jason Munford</strong></td>
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<tr>
<td><strong>Making Learning Irresistible (Schoology and STEAM Certification Updates)</strong></td>
<td>Mrs. A. Williamson</td>
<td>10:30-11:00</td>
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<td>- Full STEAM Ahead – STEM Certification Update</td>
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<td>- The Schoology Scope</td>
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<td>- Virtual Learning Links and Recording the Lessons</td>
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<tr>
<td><strong>Transition to Breakout Room – (10 mins.)</strong></td>
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<td><strong>“Share Practices and Preps for Second Semester Reset”</strong></td>
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<tr>
<td><strong>AEV and PPLC Reset!</strong></td>
<td>Dr. A. Williams</td>
<td>11:10-11:30</td>
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<tr>
<td>- Empowering Our Principals to Be Great!</td>
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<tr>
<td>- Folding the AEV into the PPLC for a Midyear Reset</td>
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<tr>
<td><strong>Central Office Updates and Next Steps</strong></td>
<td>Central Office</td>
<td>11:30-11:40</td>
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<tr>
<td><strong>Optimistic Close – The DOPE Campaign Continues</strong></td>
<td>Ms. C. Washington</td>
<td>11:40-11:45</td>
<td><strong>HELP STOP THE SPREAD OF COVID-19</strong></td>
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</tbody>
</table>

**One Team, One Voice: Committed to Excellence**
Current Status…
The PPLCs are small learning groups of our principals that provide an additional layer of professional learning and support for our building leaders.
The Specifics...

- Materials and Supplies
- Local, Regional, and National Consultants
- Director of Teacher & Leader Development
- Conference Registration
- Books
- Professional Development via Vendors/Partners
Session 5: PLU Homework Assignment
Due: February 12, 2021

PLU Participants:

1. Discuss some of the characteristics of your district that most likely contribute to successful recruiting and retention of teachers.

2. What impact does induction and mentoring programs have on teacher retention in your district?

3. Briefly describe how your district has leveraged Title II-A funds to ensure strong implementation of effective professional development for teachers and administrators.

4. What are some take-aways from today’s session that can help your district in equipping your teachers and principals in being effective?

Use Schoology to submit your assignment. Log in information can be found on the LAST slide.
Use Schoology to submit PLU homework assignments. Disregard if you are receiving CEU credits. You do not have to submit PLU assignments. Use the information on the previous slide to submit the Session 5 homework assignment. As a reminder, the instructions for registering for the course are found below.

- Log in to Schoology (schoology.com)
- Your username is the email address you used to register for this course. The password is Schoology2020. Feel free to change your password after logging in.
- Select Courses in the top menu.
- Click My Courses.
- From the My Courses page, click Join Course on the right side of the page.
- Enter the course access code Q3FV-TK5Z-GGN9P
- Click Join.

If you are having issues accessing Schoology, please email Dr. Milanda Dean at mdean@alsde.edu.
Upcoming Information

• Session 6 Fed Chats: Using Funds & Resources to Provide Assistance for Homeless Students
  Thursday, March 4, 2021
  1:00 p.m. to 2:30 p.m. CST

• 2021 Mega Conference Planning Survey (TBA)
Stacy H. Williams
Education Specialist- Title II-A
stacy.williams@alsde.edu
334.694.4530