



Continuing to Build Leadership Capacity: Linking Practice to Standards and Data

RIASP Summer Conference 2010

Rhode Island Association of School Principals
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DIRECTIONS TO LINCOLN MIDDLE SCHOOL

Lincoln Middle School is located at
152 Jenckes Hill Road
Lincoln, RI 02865

Click [here](#) to get directions to Lincoln Middle School using Google Maps.

From Route 146 North or South
Take the Route 123/Breakneck Hill Road Exit
Follow Route 123 West approximately 2 miles
The school will be on the left.

OR

From Route 295 North or South
Take Exit 8A Route 7 Toward North Providence
Continue 0.7 miles, turn left onto Limerock Road.
Continue for 1.7 miles, turn right onto Route 123/Jenckes Hill Road
The school will be on your right after 0.4 miles.



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RIASP Summer Conference 2010
through our Rhode Island Instructional Leadership Academy
Monday and Tuesday, August 2nd and 3rd, 2010
Lincoln Middle School in Lincoln, RI

Monday, August 2, 2010
Full Day Workshop
with Marzano Lab Associate
Dr. Edie Holcomb

Building Your Leadership Capacity to Use Data Effectively and Maximize Student Achievement in Alignment with the 2010-2015 RI Strategic Plan

This workshop will build awareness of ways in which school leaders can use data in the context of school improvement to guide their schools towards higher student achievement and collaborative cultures. Questions to be explored include: What are the critical decisions that must be informed by data? What data is available and how does it apply? What are the key questions that must be addressed? Who else needs to know what you learned from your data? How will they be engaged? What do you need to know that's *not* in the data presented to you? How will you get it?

AND NOW . . . there's more. The Rhode Island strategic plan includes new assessments, new sources of data, and new uses of data. Working with your local team and colleagues from other districts, you will leave with action steps for the year ahead. Bring your current school improvement plan, your staff list, and your school's 2010-2011 calendar so you can be concrete and specific to your own situation.

Schedule-at-a-Glance

Monday, August 2nd

7:30-8:15	Registration, Coffee, and...
8:15-8:45	Welcome, RIASP Opening Remarks, and Introduction to Full Day Workshop on Data
8:45-10:15	Data—Edie Holcomb
10:15-10:30	Break
10:30-12:00	Data—Edie Holcomb
12:00-12:45	Lunch
12:45-1:30	Networking Circle
1:30-1:45	Break
1:45-3:15	Data—Edie Holcomb

Tuesday, August 3rd

7:30-8:15	Coffee and ...
7:30-1:45	Exhibit Hall
8:15-8:30	Greetings
8:30-10:00	4 Breakout Sessions Featuring Data Best Practices
10:00-10:30	Exhibit Hall, Coffee and ...
10:30-12:00	4 Breakout Sessions
12:00-1:00	Lunch, Exhibit Hall, and "Prizes"
1:00-1:30	Commissioner Deborah Gist and RIDE Chief Andrea Castaneda
1:30-1:45	Exhibits and Break
1:45-3:15	4 Breakout Sessions



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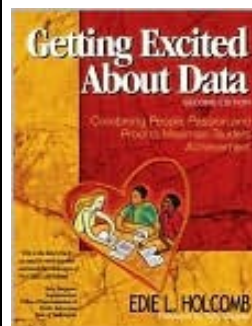
Keynote Speakers

MONDAY, AUGUST 2nd

Dr. Edie L. Holcomb is highly regarded for her ability to link research and practice on issues related to school leadership, improvement, and reform. She holds a BS in elementary education, an MS in gifted education, and an EdS in educational administration. She received her PhD in educational administration from the University of Minnesota.



Holcomb's classroom experience includes teaching at all grade levels with heterogeneous classes, inclusion of students with multiple disabilities, and coordination of services for gifted and talented students. Her building-level administrative experience was acquired in settings ranging from affluent suburban to school-wide Title I with racial/ethnic diversity and English Language Learners.



Her most recent position as Executive Director of Curriculum and Instructional Services in the 23,000-student district of Kenosha, Wisconsin, included engaging teacher teams in unpacking standards to identify most essential benchmarks, as the foundation for collaborative work on common course outlines and common assessments. Holcomb continues to assist schools and districts, consulting and coaching to increase student achievement, develop cultures and processes for professional learning, strengthen authentic student engagement, and design and conduct program evaluation—all with an emphasis on appropriate use of multiple sources of data.

TUESDAY, AUGUST 3rd

**Luncheon Speaker will be Commissioner Deborah Gist or her designee
Chief of Accelerating School Performance Andrea Castaneda**

Breakout Sessions for August 3, 2010

There will be four breakout sessions at each of three times during the day for a total of twelve breakout sessions. Sessions will include presentations of best practice by schools from New Hampshire, Maine, and Rhode Island at the high school, middle school, and elementary school levels. Additional breakouts will focus on formative assessments, the new NEASC standards, and hands-on "unpacking" of the data.



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Breakout Sessions

Leading Whole School Reform from the Classroom: How Benchmark Assessments (DATA) Improve Instruction

In empowering teachers as leaders in reform efforts by promoting their skills in assessment development and personalized instruction, schools can alter their paths toward improvement and establish vibrant learning communities in each classroom. School leaders from Nashua, New Hampshire will describe a culture of distributed leadership as it relates to the school improvement process and illustrate the teacher's role in leading colleagues in instructional transformation, embedded professional development, and developing common language around assessment and instruction.

Multiple Pathways: Leading our Students to Success in the Colleges and Careers of the 21st century

Woonsocket High School's changing culture can be attributed to its embrace of new ideas and commitment to a fluid process of continuous improvement. Administrators and staff are building a foundation for student learning and growth that is driven by the core belief in college and career readiness for all. One of the school's most transformative strategies, multiple pathways, was developed after educators analyzed data such as graduation and course failure rates revealing that the traditional high school model was not meeting the needs of all students, especially in a community as linguistically and culturally diverse as Woonsocket. Early evidence indicates that this approach is working. Join educators and students from Woonsocket as they share the practical strategies that helped make multiple pathways a success.

You, too, can make Data Driven Decisions for RtI through an effective Professional Learning Community!

Come hear the story of how Narragansett Elementary School has developed a highly successful Professional Learning Community with a clear, effective data driven RtI model. Members of the Narragansett Elementary School leadership team will share their work from the beginning through to where the school community is today.

Standards-Based Grading and Reporting: Our School's Journey to Make Sure All Students Are Ready for College, Work, and Citizenship

Searsport District High School in Maine has been engaged in the challenging work of implementing a fully standards-based educational program. Searsport chose to be at the forefront of the standards movement to best serve the mission of preparing all students for citizenship in a global community. With a comprehensive system of just-in-time interventions, professional learning communities, grade-level teams, and personalized learning, students at Searsport have made significant achievement gains, and the school's standards-based graduation policy has become a model for other schools in the region.

Using Data to Change the Climate and Culture of a School

Educational leaders from Ponaganset Middle School will provide a detailed, step by step demonstration of how they use data to change both student and teacher behaviors, as well as to reach out to parents. Especially evident through the PBIS process, changed behaviors have impacted the climate and culture while students, teachers, and parents are held accountable.

Changing the High School Culture Through Accountability and Collaboration

With a clear focus on teaching and learning and high expectations for student achievement and teacher performance, Chariho High School moved from a school that was low performing and not improving to a Regents Commended School. Over the last ten years the culture at Chariho Regional High School has changed dramatically by holding everyone in the school to a high standard of accountability and organizing the schedule to provide teachers with an opportunity to collaborate on a regular basis with a focused purpose. Presenters will share evidence of the transformation and ideas for implementation.

Slaying the RIDE Diploma System and the NEASC Dragon with One Sword

School leaders are surrounded by data and pressured to meet the demands of many accountability policies. The goal of this work session is to provide leaders with tools to strategically identify and analyze the evidence (data) they have that affect successful student achievement, as required by RIDE and NEASC. These strategies are based in universal system thinking and leverage efforts already expended in the day-to-day work of instructional leadership. Participants will leave with blueprints from which they can evaluate the effectiveness of the major components of their school policies/structures/initiatives.

Additional Breakout Sessions will include more RI schools and their best practices in using data to improve student achievement. There will also be two sessions devoted completely to assisting participants in the process of "unpacking" their data.