Utah Public Charter Schools

Monthly Directors' Dialogue Sessions

October 23, 2009

6 Types of Teachers: Recruiting, Retaining & Mentoring the Best

(You will receive this book at the October's Director's Meeting—Don't lose it!)

Mark your calendars now!

Future dates:

November 18, 2009 (Wednesday)
Practical Assessment Tools

<u>January 29, 2010</u> Looking at Your School's Data

February 26, 2010
Craft a Strategic Plan for Your School

March 26, 2010

Mentoring
(It's bigger than it sounds...)

April 23, 2010
Ten Tidy Tips to Successful School PR

May 28, 2010 ????

Other opportunities:

E-RATE TRAINING

Charter Specific and presented by UEN.

Reagan Academy Computer Lab 1143 West Center Street Springville, UT

To register: www.uen.org/e-rate/training.shtml

Upcoming Charter School Trainings

OCTOBER:

23 <u>Monthly Directors' Discussion Session</u>
6 Types of Teachers: Recruiting, Retaining &
Mentoring the Best, by Fiore & Whitaker

USOE – Board Rooms 8:30 – 3:00

Lunch & chocolate provided

RSVP to Jeannie Rowland no later than Friday, Oct. 16. <u>Jeannie.Rowland@schools.utah.gov</u> or 801-538-7676

NOVEMBER:

18 <u>Monthly Directors' Discussion Session (**Wednesday**)</u>
Practical Assessment Tools

USOE – Board Rooms 8:30 – 3:00

Lunch & chocolate provided

RSVP to Jeannie Rowland no later than Thurs., Nov. 12. Jeannie.Rowland@schools.utah.gov **or 801-538-7676**

TUESDAY AT TEN

The Utah Association of Public Charter Schools (UAPCS) is beginning a new training series designed to <u>target critical</u> information that charter schools need to know.

The trainings will be presented **most Tuesday mornings at 10:00** in a webinar format and so we've decided to refer to the training series as <u>Tuesday at Ten.</u>

The first series webinar was <u>Tuesday</u>, <u>Sept. 22</u>. (Before this Training Tracker's publication)

Place: Online via Wimba

Link: http://67.202.210.77/launcher.cgi?room=my 214644

Want to know more about connecting to Wimba? Contact help@utahcharters.org.

What subject do you wish you knew more about? Let us know and we will set it up - help@utahcharters.org.

DID YOU KNOW??



The USOE Charter School Section has an online calendar with our monthly scheduled meetings (i.e., Directors' Meeting, Dialogue Sessions, etc.) Also included will be any charter-specific events/opportunities. For the calendar, see: http://www.schools.utah.gov/charterschools/calendar.htm.



 $^{\sim}$ The Utah State Board of Education gave final approval to changes in rule R277-613 School District and Charter School Bullying and Hazing Policies and Training with some changes. The links to the rule, subsequent changes, and contacts can be found at: http://www.schools.utah.gov/board/summary/default.htm.



The USOE Educational Equity Section has provided a link for Multiculturalism and Storying telling lesson plans for elementary, intermediate, and high school levels. To go to the direct link, see: http://www.uen.org/mcst/lessons.html.

Rules Approved by the Board and Scheduled to Be Published in the October 1, 2009 Utah State Bulletin

R277-470 - Charter Schools (Amended) First Possible Effective Date: November 9, 2009

R277-704-3 - Financial and Economic Literacy Student Passport (Amended)

First Possible Effective Date: November 9, 2009

R277-733 - Adult Education Programs (Amended) First Possible Effective Date: November 9, 2009

Do you see the announcement "Meeting available via Wimba" and immediately sigh, "Never mind."

The USOE Educational Technology Section has provided a "Wimba for Dummies" page. (I would be one of those dummies.) It's not really labeled that, but if it quacks like a duck...

A "How To: Getting Started" PDF is provided to give you the basics, including phone and email contact information for immediate help! There is also a Quick Resources box that gives you the "Wimba Wizard" set up the whole, darn thing on your computer. Neato!

There are several "How To" documents that help you learn how to actively participate in the meetings, not just listen. It's exciting to have such a great resource.

A final note, if you want to participate with a Wimba meeting, be sure to respond to the presenter so that you will receive the email with the link for the Wimba classroom unless it is provided in the session invitation.

(We still want to see you at the meetings! ♥)

"I'm a great believer in luck, and I find the harder I work, the more I have of it." Thomas Jefferson



Leadership Development: The Larger Context

Michael Fullan Educational Leadership, ASCD October 2009 | Volume 67 | Number 2

The common wisdom today is that school principals should be instructional leaders. For school leaders to fulfill this role.

leadership development needs to be jobembedded, organization-embedded, and system-embedded. Few leadership development programs currently meet the first of these successively rigorous criteria, & almost no programs meet the other two.

In a job-embedded school leadership study, eight exemplary programs (paraphrased):

1) Explicitly recruit dynamic teachers & leaders. 2) Create a theoretically rich and practice-sensitive curriculum linking theory to practice. 3) Wrap relevant coursework around field-based experiences. 4) Blend coaching that models and supports practice with analytic work. 5) Create cohorts of professionals who learn to collaborate. 6) Secure financial support and other material resources.

Organization-embedded leadership development focuses directly on improving the organization—its culture, structure, and processes. Individual new leaders, no matter how good they are, will not generate widespread organizational change across the system. We must, then, work on changing the culture of schools as we incorporate new leaders.

The term **system-embedded** encompasses the education system beyond the school. It can consist of a whole state, province, or country, but the school district is an important piece in its own right. A similar effect can be seen in a finding that Reeves (2008) identified at the school level. He found that when only a few teachers implemented a given effective practice, there was not much effect on student learning even for those teachers' students, but "when 90 percent of teachers implemented the same practice, a high percentage of students scored at the proficient level" (p. 40).

This is a very small piece of a great article. -jr