

**MINUTES OF WORK SESSION MEETING OF SCHOOL DISTRICT BOARD
OF
SHERIDAN SCHOOL DISTRICT 48J**

October 7, 2014

The Board of Directors of District No. 48J, Yamhill County, State of Oregon, by common consent convened in Work Session – Lighthouse Project at the Sheridan School District Office in said district at 4:06 p.m. on the 7th day of October 2014.

1. Meeting Called to Order

Mrs. Breeden called the meeting to order at 4:06 p.m.

2. ROLL CALL

Board:

<input type="checkbox"/>	Michael Griffith, Director, absent
<input checked="" type="checkbox"/>	Larry Deibel, Director
<input checked="" type="checkbox"/>	Jeff Ashlock, Director
<input checked="" type="checkbox"/>	Judy Breeden, Chairperson
<input checked="" type="checkbox"/>	Terry Chrisman, Director

Others Present:

Steve Sugg, Superintendent
 Penny Elliott, District Secretary
 Marti Hofenbredl
 Dean Rech
 Kari Sanders

3. PRESENTATION: Lighthouse Project - Session 4c Distributed Leadership & Module 8 Leading Change

The board met for the Lighthouse Project training.

Following are a few highlights of what was discussed.

Sheridan School District
 Lighthouse Survey
 Fall 2012

Describe the role of leaders within the system: (a small breakdown of question)

	Leadership	Management	
What it is.	5;	(2); 5; 6;	
What it should be	1; 4; 5; *lot of answers	5;*lot of answers	

Instruction and Learning / Professional Development: 27; 44?; 45?

We implement what we are doing and work our way to where we need to be.

Distributed District-Level Leadership:

- ⤴ **Collaboratively** establish clear non-negotiable goals for improving instruction and student achievement
- ⤴ Establish specific achievement targets
- ⤴ Determine strategies to meet the goals
- ⤴ Keep the focus on the improvement goals
- ⤴ continually monitor progress
- ⤴ ensure adequate support
- ⤴ Appropriate flexibility to meet the improvement goals

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School Board Provides:

Leadership Roles

- ▲ Learn together as a team
- ▲ Set the expectations
- ▲ Create conditions for success (support)
- ▲ Hold the system accountable to the expectations (pressure)
- ▲ Build the public will – engage the community

Pressure and Support

- ▲ Both are necessary for success
- ▲ Pressure and support can be combined in a seamless way.
- ▲ Pressure without support leads to resistance and alienation.
- ▲ Support without pressure leads to drift or waste of resources

When you set goals and policies that create pressure.

PLC Report: (what the Board needs to listen for)

- ▲ Look at data
- ▲ Improve instructional strategies
- ▲ Assess student learning, is it improving
- ▲ Cycle working?
- ▲ What have you learned?
- ▲ Are you adequately supported?

What is the standard/concept you are currently working on / What have you learned going through the cycle (process) / Are they getting enough support

Reducing Tension with Support:

Richard Elmore talks about “Reciprocity of Accountability,” part 5

Sheridan's Teaching & Learning Team:

- ▲ Support Great Teaching in the Sheridan School District
- ▲ Plan and Provide Professional Development
- ▲ Shared Leadership Including Teacher Voice
- ▲ Smooth the Change Process
- ▲ More in Depth Learning of What is going on in the District

5 Leadership Teams in the District:

- ▲ Leadership Team
- ▲ Teaching and Learning Team (admin. & 3 teacher leaders) – how can we improve instruction across the district/evaluation system
- ▲ Collaboration Team – teachers volunteered (admin is Steve and Dean) – coach from Chalk Board – working on the evaluation system / professional Development
- ▲ Technology Committee – (5 people) the support at the schools for technology in education
- ▲ Poverty Committee – 3 teachers and administrator to provide help teaching students in poverty. November 10th – inservice day – Donna B. going to work with the teachers.

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Change Leadership Process:

- Establishing a sense of urgency
 - Help others see the need for change and the importance of acting immediately
- Creating the guiding coalition (team)
 - Make sure there is a powerful group guiding the change – one with leadership skills, credibility
- Develop the Change Vision and Strategy
 - Clarify how the future will be different from the past, and how you can make that future a reality.
- Communicate the Vision for understanding and Buy-in
 - Make sure as many others as possible understand and accept the vision and the strategy
- Empowering Broad based action
- Generating Short term wins
 - Create some visible, unambiguous successes as soon as possible
- Never letting up
 - Press harder and faster after the first successes. Be relentless with initiating change after change until the vision is a reality.
- Incorporating changes into the culture
 - Hold on the new ways of behaving and make sure they succeed, until they become strong enough to replace old traditions.

Change Leadership Process

- ⤴ Set the Stage: 1 & 2
- ⤴ Decide what to do: 3
- ⤴ Make it happen 4, 5, 6 & 7
- ⤴ Make it Stick: 8

Making Connections

7 conditions

8-step change process

7 Key areas of Broad performance

Learning is the Answer!

Moving from complacency and false urgency to true urgency

- ⤴ What is our current reality
- ⤴ Why change at all
- ⤴ What is possible
- ⤴ What steps to get there?

People buy why you do it / People believe what you believe

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We follow for ourselves

What: Educate students

How: Instruction, programs & initiatives

Sheridan's Golden Circle-

What: Each student engaged today, inspired for the future, ready for the next set of challenges, and accountable for their learning.

How:

Why:

Next meeting to be – Wednesday November 5, 2014

Adjourned at: 7:45 pm

Respectfully Submitted by:

Penny Elliott

Superintendent/Designee

Board Chair/Designee