Supportive Context

When asked about collaboration...

Moving District – Notice the consistency of responses across levels in this moving district...	Stuck District – See if the continuity of support sounds different in this stuck district...
Superintendent: We have considerable amounts of collaboration going on. The school teams share materials and discuss students regularly.	*Superintendent:* This is a real strength at the middle school and elementary level. We have a team-based model at the middle school. They are required to meet together during their daily planning times.
Principal explaining the support function of the teams: Team leaders meet with their K-5 team and support their teams. (There are 3 K-5 teams.) Within each team, there are four member pods. The teachers in a pod have a common planning time so they can plan together each day. Grade level meetings are held by the content specialists. Team leaders meet with me once a month. And we have weekly faculty meetings where some of our sharing and training occurs.	*MS Principal explaining what goes on during team meetings:* I'm planning the agenda for this week's team meeting now. Basically there are three items: student discipline, the wellness program, and academic concerns. Under academic concerns we will discuss test preparation for ITBS, eating and drinking water during the test, test exercises and a pep rally.
Teachers verified what the administration reported: We are organized into pods that meet daily to plan, talk about our teaching, and talk about our students. Once a month we meet with a content specialist – for me, that is math. We talk about our curriculum and how it is going and where we are. We discuss curriculum issues…where we are, how the kids are doing, and what worked. We are also required to visit other teachers' classrooms at least twice a year.	*MS teacher shared a teacher's view of what's happening in terms of support:* Right now I mainly talk to the student teacher. There are four teachers on my team and we try to collaborate at least once a week or every other week, but that gets hard sometimes. We also have monthly department meetings.

Source: IASB Compass

Supervisor or Colleague: How Can Principals Create a Culture of Collaboration?

October 2, 2013 - 12:41pm | Catherine Nelson

Principals know that fostering effective collaboration among their staff is one of the most powerful things they can do to elevate the level of learning (adult and student) in their building. But as administrators, supporting and especially participating in collaboration can be tricky. Finding the time and other resources for educators to engage in deep conversations around teaching and learning is only the beginning. Beyond those structural issues of budgets and schedules lie even more challenging cultural questions.

NCLE's 2012 national survey examined the role that educator collaboration plays in building capacity for deeper literacy learning, and produced the report **Remodeling Literacy Learning: Making Room for What Works.**

Our findings confirmed previous research that principals play a vital role in fostering effective collaboration in their schools and identified two critical issues in how they can best play that role:

- Balancing the roles of supervisor and colleague in a way that supports collaboration that is both rigorous and safe.
- Closing the perception gap between themselves and their staffs in terms of whether the conditions for productive collaboration exist in their school.

Supervisor or Colleague?

What is the right role for principals in fostering effective collaboration in their schools? Our survey found that principals strongly value collaborative learning for themselves and their staff and invest a lot of time in it. Thirty-eight percent of principals reported that being part of a collaborative team was their own single most valuable professional learning experience over the last twelve months, far exceeding the numbers who cited conferences, professional readings, or workshops. Principals told us that they participate regularly—at least once a month——in all kinds of different teams in their schools:

Percent of principals participating at least monthly in teams/groups, by group type

Group type	Percent
Grade level	53%
PLC	51%
Subject area	43%
Data team	43%
Book/study	24%
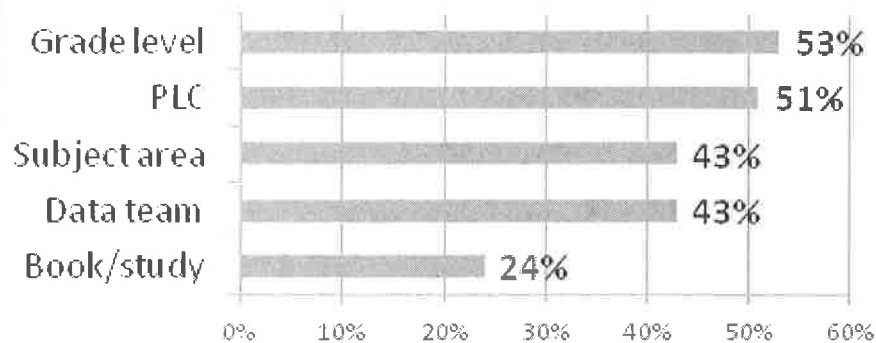
In fact, principals participate in an average of 3.7 different teams each month, and 25% of principals participate in five or more!

Percent of teams/groups principals participate in each month

- None, 14%
- 1 team, 5%
- 2 teams, 15%
- 3 teams, 23%
- 4 teams, 19%
- 5 or more, 25%
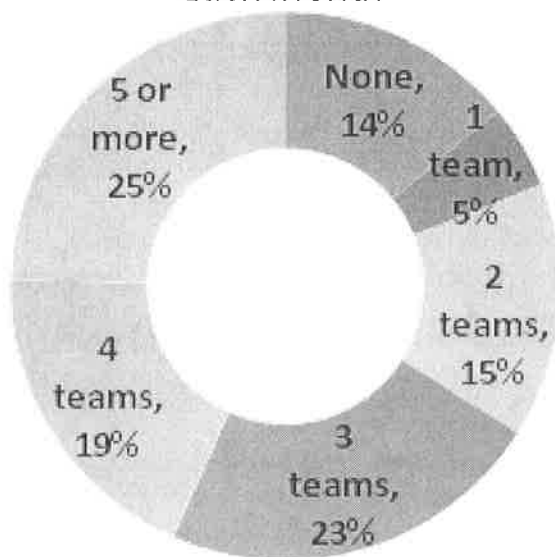
Not surprisingly, with their time spread thin over many teams or groups, principals end up playing mostly a supervisory role. Twenty percent or fewer of principals said that when they

participate in a subject-area or grade-level team, they are doing so as part of the collegial conversation, not as a supervisor. The percentage who participate as colleagues is somewhat higher for PLCs (45%) and data teams (31%) but still, the clear majority of principals are in the room as supervisors.

These data raise important questions about how principals can best build and sustain collaborative culture, especially given the implementation pressures and accountability demands that the new Common Core State Standards are putting on teaching teams. For example, how can principals honor teacher-driven dialogue and support the development of trust that is necessary for challenging conversations to happen, while also maintaining some accountability that the collaboration stays focused on the school's teaching and learning goals?

These are some of the important balancing acts for principals to consider:

SUPERVISOR		COLLEAGUE
Being present in many teams	**VS.**	Engaging substantively in the work
Focusing on school goals		Teacher autonomy
Accountability		Safety
Challenge		Trust

Closing the Perception Gap
NCLE's review of the literature on effective collaboration identified a set of characteristics of collaboration that have been shown to promote real change in teaching and learning, for example levels of trust among teachers and administrators and the extent to which teachers are comfortable making their practice public.

In the national survey, we asked respondents to what extent those conditions for effective collaboration exist in their schools. We found a clear pattern: principals are much more optimistic about the conditions for collaboration.

% who agree/strongly agree or say condition is present often/almost always
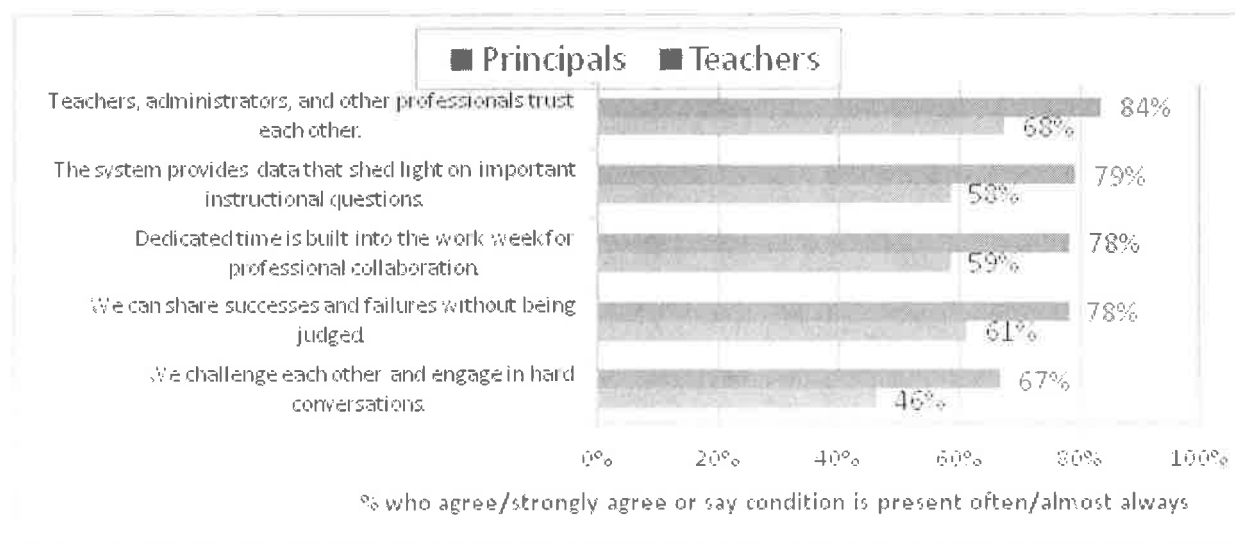
If principals are going to build truly collaborative cultures, a conversation about these underlying conditions, and the gaps in how teachers and principals perceive them, might be a good way to start. For example, consider questions like these:

- "What does a 'hard conversation' about teaching and learning look like?"
- "When have we had those conversations in our school and when have we avoided them?"
- "When has a conversation with colleagues had an impact on your practice?"

NCLE's **Asset Inventory** is a quick survey tool schools can use to open up such a dialogue.

With the coming of the Common Core State Standards, giving teachers the time and space to engage in deep, shared learning is more critical than ever. Our data suggest that in order to foster the most productive collaboration, principals should take a hard look at the supporting conditions in their building, including their own role as both supervisor and colleague. What experiences or insights do you have about how principals can pull off this tricky balance?

At NCLE's October 29 event on Capitol Hill these survey findings will frame reports from practitioners and policy makers about the crucial role of principals in fostering effective collaboration to support literacy teaching and learning. We'll be posting excerpts from that event on the Exchange in the following weeks.

Retrieved 11-6-13 from the Literacy in Learning Exchange website at:
http://www.literacyinlearningexchange.org/Supervisor-or-Colleague

School District Leadership that Works

The Effect of Superintendent Leadership on Student Achievement

A Working Paper
J. Timothy Waters, Ed.D. & Robert J. Marzano, Ph.D.

Executive Summary

To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, Mid-continent Research for Education and Learning (McREL), a Denver-based education research organization, conducted a meta-analysis of research — a sophisticated research technique that combines data from separate studies into a single sample of research — on the influence of school district leaders on student performance.

This study is the latest in a series of meta-analyses that McREL has conducted over the past several years to determine the characteristics of effective schools, leaders, and teachers. This most recent meta-analysis examines findings from 27 studies conducted since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 districts and the achievement scores of 3.4 million students, resulting in what McREL researchers believe to be the largest-ever quantitative examination of research on superintendents. The following four major findings emerged from the study.

Finding 1: District-level leadership matters

The McREL research team, led by McREL President and CEO Tim Waters and McREL Senior Fellow Robert J. Marzano, found a statistically significant relationship (a positive correlation of .24) between district leadership and student achievement.

Finding 2: Effective superintendents focus their efforts on creating goal-oriented districts

McREL researchers also identified five district-level leadership responsibilities that have a statistically significant correlation with average student academic achievement. All five of these responsibilities relate to setting and keeping districts focused on teaching and learning goals.

1. Collaborative goal-setting

Researchers found that effective superintendents include all relevant stakeholders, including central office staff, building-level administrators, and board members, in establishing goals for their districts.

2. Non-negotiable goals for achievement and instruction

Effective superintendents ensure that the collaborative goal-setting process results in nonnegotiable goals (i.e., goals that all staff members must act upon) in at least two areas: student achievement and classroom instruction. Effective superintendents set specific

achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach those targets.

3. Board alignment and support of district goals
In districts with higher levels of student achievement, the local board of education is aligned with and supportive of the non-negotiable goals for achievement and instruction. They ensure these goals remain the primary focus of the district's efforts and that no other initiatives detract attention or resources from accomplishing these goals.

4. Monitoring goals for achievement and instruction
Effective superintendents continually monitor district progress toward achievement and instructional goals to ensure that these goals remain the driving force behind a district's actions.

5. Use of resources to support achievement and instruction goals
Effective superintendents ensure that the necessary resources, including time, money, personnel, and materials, are allocated to accomplish the district's goals. This can mean cutting back on or dropping initiatives that are not aligned with district goals for achievement and instruction.

Finding 3: Superintendent tenure is positively correlated with student achievement
McREL found two studies that looked specifically at the correlations between superintendent tenure and student achievement. The weighted average correlation in these two studies was a statistically significant .19, which suggests that length of superintendent tenure in a district positively correlates to student achievement. These positive effects appear to manifest themselves as early as two years into a superintendent's tenure.

A surprising & perplexing finding: "Defined autonomy"
One set of findings from the meta-analysis that at first appears contradictory involves building-level autonomy within a district. One study reported that building autonomy has a positive correlation of .28 with average student achievement in the district, indicating that an increase in building autonomy is associated with an *increase* in student achievement. Interestingly, that same study reported that site-based management had a negative correlation with student achievement of (-) .16, indicating that an increase in site-based management is associated with a *decrease* in student achievement. Researchers concluded from this finding that effective superintendents may provide principals with "defined autonomy." That is, they may set clear, non-negotiable goals for learning and instruction, yet provide school leadership teams with the responsibility and authority for determining how to meet those goals.

(pgs 14-15)

The basic idea of distributed leadership is not very complicated. In any organized system, people typically specialize, or develop particular competencies, that are related to their predispositions, interests, aptitudes, prior knowledge, skills, and specialized roles. Furthermore, in any organized system, competency varies considerably among people in similar roles; some principals and teachers, for example, are simply better at doing some things than others, either as a function of their personal preferences, their experience, or their knowledge. Organizing these diverse competencies into a coherent whole requires understanding how individuals vary, how the particular knowledge and skill of one person can be made to complement that of another, and how the competencies of some can be shared with others. In addition, organizing diverse competencies requires understanding when the knowledge and skill possessed by the people within the organization is not equal to the problem they are trying to solve, searching outside the organization for new knowledge and skill, and bringing it into the organization.

In a knowledge-intensive enterprise like teaching and learning, there is no way to perform these complex tasks without widely distributing the responsibility for leadership (again, guidance and direction) among roles in the organization, and without working hard at creating a common culture, or set of values, symbols, and rituals. Distributed leadership, then, means multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture. It is the "glue" of a common task or goal— improvement of instruction —and a common frame of values for how to approach

that task—culture—that keeps distributed leadership from becoming another version of loose coupling.

(Loose coupling can be likened to a bunch of buildings held together by a common parking lot that have little or no connection to each other. See pages 5-8 of the complete study for more definition of loose-coupling.)

To be sure, performance-based accountability in schools, and good management practice generally, require that certain people be held responsible for the overall guidance and direction of the organization, and ultimately for its performance. Distributed leadership does not mean that no one is responsible for the overall performance of the organization. It means, rather, that the job of administrative leaders is primarily about enhancing the skills and knowledge of people in the organization, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective result.

Since this view of leadership draws on several strands of research on school improvement, it is worth pausing here to take a brief inventory of how the idea emerges from the existing base of knowledge. Some time ago Susan Rosenholtz observed, based on an empirical study of variations in school effectiveness, that there were two distinctively different types of school cultures or climates. One kind of normative climate, characterized by an emphasis on collaboration and continuous improvement, develops in schools where teacher effort, through a variety of principal actions, is focused on skill acquisition to achieve specific goals. In such schools, experimentation and occasional failure are expected and acceptable in the process of teacher learning. Further, seeking or giving collegial advice is not a gauge of relative competence, but rather a professional action viewed as desirable, necessary, and legitimate in the acquisition of new skills.

In schools characterized by norms of autonomy, on the other hand, there are ambiguous goals and no attempt to develop a shared teaching technology. There is no agreement among teachers and principals about the outcomes they seek and the means for reaching them. In such settings, therefore, definitions of teaching success and the manner in which it is attained are highly individualistic. Without these commonly held definitions, collegial and principal assistance serves no useful purpose. *(Rosenholtz 1986, 101)* These two cultures, she continues, result in "profoundly different" opportunities for teachers' skill acquisition." *(ibid.)*

(pgs 20-21)

Here, then, are five principles that lay the foundation for a model of distributed leadership focused on large scale improvement:

- *The purpose of leadership is the improvement of instructional practice and performance, regardless of role:* Institutional theories of leadership, in the loose-coupling mode, stress the role of leaders as buffers of outside interference and as brokers between the institutions of public schooling and their clients. Political theories of group leadership stress the role of leaders as coalition-builders and brokers among diverse interests. Managerial theories of leadership stress the role of leaders as custodians of the institutions they lead—paterfamilias—and sources of managerial control. Cultural theories of leadership stress the role of leaders as manipulators of symbols around which individuals with diverse needs can rally. None of these theories captures the imperative for large scale improvement, since none of them posits a direct relationship between the work that leaders should be doing and the core functions of the organization. One can be adept at any of these types of leadership and never touch the instructional core of schooling. If we put improvement of practice and performance at the center of our theory of leadership, then these other theories of leadership role must shift to theories about the possible skills and knowledge that leaders would have to possess to operate as agents of large scale instructional improvement. If the purpose of leadership is the improvement of teaching practice and performance, then the skills and knowledge that matter are those that bear on the

creation of settings for learning focused on clear expectations for instruction. All other skills are instrumental.   Hence,

- ○   *Instructional improvement requires continuous learning:* Learning is both an individual and a social activity. Therefore, collective learning demands an environment that guides and directs the acquisition of new knowledge about instruction. The existing institutional structure of public education does one thing very well: It creates a normative environment that values idiosyncratic, isolated, and individualistic learning at the expense of collective learning. This phenomenon holds at all levels: individual teachers invent their own practice in isolated classrooms, small knots of like-minded practitioners operate in isolation from their colleagues within a given school, or schools operate as exclusive enclaves of practice in isolation from other schools. In none of these instances is there any expectation that individuals or groups are obliged to pursue knowledge as both an individual and a collective good. Unfortunately the existing system doesn't value continuous learning as a collective good and does not make this learning the individual and social responsibility of every member of the system. Leadership must create conditions that value learning as both an individual and collective good. Leaders must create environments in which individuals expect to have their personal ideas and practices subjected to the scrutiny of their colleagues, and in which groups expect to have their shared conceptions of practice subjected to the scrutiny of individuals. Privacy of practice produces isolation; isolation is the enemy of improvement.

- ○   *Learning requires modeling:* Leaders must lead by modeling the values and behavior that represent collective goods. Role-based theories of leadership wrongly envision leaders who are empowered to ask or require others to do things they may not be willing or able to do. But if learning, individual and collective, is the central responsibility of leaders, then they

must be able to model the learning they expect of others. Leaders should be doing, and should be seen to be doing, that which they expect or require others to do. Likewise, leaders should expect to have their own practice subjected to the same scrutiny as they exercise toward others.

- *The roles and activities of leadership flow from the expertise required for learning and improvement, not from the formal dictates of the institution.* As we shall see shortly, large scale improvement requires a relatively complex kind of cooperation among people in diverse roles performing diverse functions. This kind of cooperation requires understanding that learning grows out of differences in expertise rather than differences in formal authority. If collective learning is the goal, my authority to command you to do something doesn't mean much if it is not complemented by some level of knowledge and skill which, when joined with yours, makes us both more effective. Similarly, if we have the same roles, I have little incentive to cooperate with you unless we can jointly produce something that we could not produce individually. In both instances the value of direction, guidance, and cooperation stems from acknowledging and making use of differences in expertise.

- *The exercise of authority requires reciprocity of accountability and capacity:* If the formal authority of my role requires that I hold you accountable for some action or outcome, then I have an equal and complementary responsibility to assure that you have the capacity to do what I am asking you to do. (Elmore 1997) All accountability relationships are necessarily reciprocal—unfortunately, often only implicitly. Policy usually states the side of accountability in which a person with formal authority requires another to do something he or she might not otherwise do except in the presence of such a requirement. Many educational professionals perceive standards in this way—as a set of requirements carrying formal legal authority, without attending to the circumstances that

make doing the work possible. Furthermore, policy makers typically fail to acknowledge their own learning curve and to model it for others. This creates expectations that everyone should know what they don't know and without any preparation. The chief policy leaders—elected officials—are finally accountable to the public for providing the resources and authority necessary for improvement. The chief administrative leaders—superintendents and principals—are accountable for using these resources and authority to guide improvement. Both types of leaders are responsible for explicitly modeling in their own behavior the learning they expect of others. And leaders of practice—teachers and professional developers—are accountable for developing the new knowledge and skill required for the demands of broad-scale improvement. Distributed leadership makes the reciprocal nature of these accountability relationships explicit. My authority to require you to do something you might not otherwise do depends on my capacity to create the opportunity for you to learn how to do it, and to educate me on the process of learning how to do it, so that I become better at enabling you to do it the next time.

Lighthouse Survey
Question 58 Responses

Q: Describe the role of leaders within the system.

1. The leaders are parents who take an active part in the students' school experience. Teachers are leaders in their classrooms everyday. The administrators and the board are leaders overall in assisting in making decisions.
2. The leaders should be able to guide the school district along a positive and upward path to our goal.
3. They provide direction and motivation for others in the system.
4. They do what is best for the students.
5. To be an example of how to better a students ability
6. To take control, inform and make decisions
7. Support the classroom teachers and provide the leadership to all staff to improve student achievement
8. The leaders must provide everyone with the information or process to get the information to make informed decisions and goals about student progress. They must continually provide the focus, and provide the means to get to the desired end.
9. To expect the best of themselves and others. To be enthusiastic and excited about their job. To live the declaration that they make their decisions based on what's best for kids.
10. Clear vision
11. They are the decision makers. They have the final say. I can't put my finger on exactly who I would call a leader or what they do to receive the title.
12. To carry out district requirements and to support the educational staff in achieving instructional goals.
13. To keep everyone informed and to ask for input from everyone
14. To make tough decisions.
15. To do exactly what a leader is suppose to do and that is Lead. Take control and make a stand
16. To provide leadership.
17. Leaders give direction and provide guidance and leadership for teachers - they facilitate - help find answers -
18. lead in what the school needs, support teachers, encourage in-service and professional development
19. Right now it seems to be to help us manage all the changes mandated by No Child Left Behind and the new teaching standards
20. This depends on which leader you would like described. We have some top down mandates from some of the board and we have some very good building administrators who are working with staff for what is best for kids.
21. Make decisions regarding funding, scheduling, staffing. Prepare state reports and inform the public of school events and activities.
22. to provide a safe learning environment for the student
23. The leaders' role is to insure that the entire staff/school remains on the course as set by the community.
24. What leaders?
25. What it should be - or what I think it is? Leaders should have clear direction and goals and have the ability to get everyone on board to work to meet those goals. I'm pretty sure everyone's not on board.
26. the board sets policy, the superintendent leads the district, the principals lead the buildings, the teachers lead the students and the students learn.

27. At our building level, leadership is collaborative and positive. At the district level, there is lack of communication, inequity, resistance to open discussions, and overall very poor internal public relations.
28. to visit the buildings and classrooms and communicate with the employees and students about their successes and failures--not to base decisions upon the loud voices of a few parents who may not be well informed
29. Keep the district in line with the state, and keep the parents happy
30. To make sure other members of the team are following guidelines, and to help motivate "team" concepts.
31. Without going into great detail, I think this district is currently in a very professional mode. That is, we are going about things as a team of professionals who respect one another. Speaking for the high school staff, we are enjoying the challenge of a new schedule and are free of the tension between administration and faculty or of those self-indulgent "morale" woes which schools can sometimes bask in.
32. The role of the administrators in the system is to serve as filter from all of the requirements from the DOE and determine what it is we NEED to do to satisfy them. I trust them to determine what needs to be done and to establish a reasonable time line to get the things done.
33. They have a meeting at least once a week for 3-4 hours. We are not told what is discussed at them.
34. They often make decisions without ever stepping foot in classrooms. The often make decisions without asking the teachers what is important for the students.
35. They are the driving force and we support them.
36. The role of the leaders in our district seems to be budgeting our resources.
37. They plan and implement changes in policy.
38. The leaders basically tell the staff what to do whether we agree or not.
39. To support all of their personnel including associates, janitors, and parents.
40. leadership is poor with little experience as leaders. They attempt to lead, but seem confused and unsure of what to do to improve things
41. All leaders care about the kids, work with the kids, and try to help them improve not only academically but in other areas
42. There are very few opportunities for "leadership". Administrators are so busy with running the day to day operations, and managing everything, that there is very little time or resources to provide the necessary leadership to initiate change. We need well paid administrators, and an adequate number of them.
43. It should be the role of our administration to be the guide for our implementation of instruction. As much as we dislike being held accountable, because of time constraints, this should be a major role.
44. It depends on what area of leaders. Leaders within the schools are the teachers on the school improvement team. There is an elementary study team that I would consider to be leaders in making changes within the district that best meets the needs of our students, parents, and teachers. We have committees that work on curriculum; these teachers would be considered leaders. We also have the leadership role of the local association. These teachers are advocates for what makes a great learning and teaching environment for all.

Sheridan School District
Lighthouse Survey
Fall 2012

Q: Describe the role of leaders within the system.

1. keeping all staff and students focused, aimed toward the same goal. supporting everyone involved, working as a team
2. Power down
3.
4. to give a forcus on he way district needs to go
5. Maintain the focus on our student achievmenet goals
6. Superintendednt advises and confers with the administrative team. She is also very helpful as a coach to the administrators.

    Principlas work with the teachers
7.
8. Our school administrators are inspirational cheerleaders but somewhat overwhelmed by the many responsibilities and discipline issues.
9. Leaders look at the data and provide data info to the teachers. Leaders go to Conferences and sometimes bring back training for staff.
10. The role of leaders within the system is to help guide and direct both teachers and students so achievement occurs at every level. That role is not present within this district.
11. I feel it is their job to figure out the data and then report to their building leader who reports to the school board.
12. They should be on the same page and clearly communicate their goals to us. Give us the time and resources needed to do our job of improving student learning.
13. figure out what is the best for our students.
14. Ones who present the vision and goals, and give direction to all staff in order to carry out the objective of improving our school. They assign groups, hold staff accountable to their progress and lead our district toward a common goal to succeed.
15. To be knowledgeable and helpful in areas of their experitse
16. I believe that all district employees are leaders in the eyes of the students. The role is to guide students through their learning in a meaningful and measurable way.
17.
18.
19.
20.
21. To motivate, inspire and help achieve a high standard of achievement for both staff and students. To have high ethical standards in all areas.
22.
23.
24.
25. They should be well informed and pass that information along to the teachers. They should support their teachers ALWAYS and never make decisions about classes or programs without teacher input. They should ensure that information, resulting requirements, and changes are imparted in a timely manner, are followed up on, upheld for all. They should not have "favorites", demonstrate obvious partiality, and should appear and act professionally. They should command our respect in all areas. They should honor the time we give to our students and our preparations and not

waste our time on meetings or adding to meting times by reading cute little stories.

26.

27. The leaders are here to guide and support learning in the classroom and community.

28. They encourage others in the areas that are most important to them.

29.

30.

31.

32. Tone and direction of staff

33. Encourage all, set an example

34. Leaders play an important role within any educational system. Without a strong infrastructure and leaders to support and facilitate it, any system can break down.

35. Question is too vague for me to answer without me giving my own opinion.

36.

37. The role of a leader in my opinion should be a person who has a backbone to stand up for what is right, not for popular vote. A leader should understand a budget, scheduling and everything about EVERY building or program in the district and treat them equally.

38.

39. to lead by example

40. Leaders act as role models and guides.

41. Principal oversees entire school. Serves as mentor to all

   Assistant Pirncipal/AD oversees discipline and athletics. Serves as student mentor

42. To tell everyone else what to do

43. Teachers are told what we will do.

44. The leaders utilize data obtained from academic records to identify the needs of the students and teachers, and then seek out resources to introduce the staff to so that teachers may better meet the academic needs of their students.

45. they give the staff the focus of what to improve

46.

47. Guiding practices, discovering new programs, encouraging staff, maintaining focus.

48. to lead.

49.

50. provide support to those in need

51. leaders listen, build collaboration and consensus, act judiciously rather than rashly

52. Leaders are the inspiration for others in group. They provide the positive motivation to work for and attain collaborative goals.

53. Leaders in this system use a management style of leadership.

	LEADERSHIP	MANAGEMENT
W H A T I S		
W H A t s h o u l d b e		

Instruction & Learning / Professional Development Focus