



Our Future, Our Commitment, Our Students

Friday Update 1/6/6

Meeting	Date	Time	Location
Students Return – Year-Round Calendar	1/17/6	----	----
Board of Education Meeting	1/9/6	7:00 p.m.	MMC
Principals' Meeting	1/11/6	8:30 a.m.	MMC
PTA/PTO District Council Meeting	1/12/6	7:00 p.m.	MMC
SHAC Meeting	1/13/6	8:30 a.m.	Child Nutrition Training Lab
STAC Meeting	1/18/6	4:00 p.m.	LES
Special Called Board Meeting – SIPs	1/23	6:00 p.m.	High and Middle Schools –MMC
Special Called Board Meeting – SIPs	1/23	7:00 p.m.	Elementary Schools – MMC
Carlene Murphy Visit	1/23-1/27	----	All Schools
Early Dismissal – Traditional and Year Round	1/25/6	----	----

Happy New Year! Thanks to the General Assembly, the semester is not quite over. Two more weeks and the first semester will be over, and we launch a new one. This coming week, the Board of Education will deal with several important issues, including construction projects at Bunn and Louisburg High Schools, a replacement high school for Franklinton, a new elementary school, plan for the Riverside campus, and the 2006/2007 traditional calendar. They will also work on the vision statement. We will discuss many of these issues at the Principals' meeting as well.

Leandro Team School Visits: In preparation for the upcoming school visits, the following protocol will be used:

1. Judy Cutts and Mary Alice Wiggs will interview the principal and the designee who works with PEPs (CRT and/or Assistant Principal). This interview will last between ten and fifteen minutes. The questions will focus on development, implementation, and monitoring of PEPs.
2. Judy and Mary Alice would then like to talk to a focus group of core teachers who have been involved in the development, implementation, and monitoring of PEPs. Teachers with common planning time are fine. They do not want to interrupt classroom instruction if possible.
3. The principal should have the PEPs available (3rd, 4th, and 5th grades for elementary and 6th through 8th in middle school) in his or her office. The principal should also have a list of at-risk students. Judy and Mary Alice will randomly check some PEPs to see if they are well developed. Again, they prefer not to interrupt classroom instruction to retrieve a PEP.

Don't hesitate to call Dr. Eddie Ingram if you have questions.

Long-Range Facility Plan Task Force: Principals, if you have not already done so, please submit the name, address, and phone number of a teacher and parent who will serve on the Facility Task force to Diane Marks. We will present a complete roster to the board on Monday night.

I'm getting calls from parents regarding the dress code – and that's a good thing! It means we are making a good effort to enforce the code. I do not mind getting phone calls about the dress code because I believe that the enforcement of the code sends a message regarding all student behavior. Only one caution – for the code to work, it must be equitably enforced. Once students know that you mean business and they conclude that every staff member is enforcing the code, peace will return, and the phone calls will diminish. Thank you for your efforts; I know that this is not easy work.

Jack McCall Blog: I received the following e-mail from Brad Sneed at PEP. Many of you know Jack, and I know that you will be interested in his comments. “Jack McCall, in his twice-weekly blog, always offers both wit and wisdom, but on December 12 he outdid himself. Because this installment is so poignant, we decided to re-run it at the beginning of the new year. Click <http://www.ncpep.org/jmccall/> to see what we mean – and have a box of tissues handy.”

Professional Learning: Challenges and Lessons Learned

- To have an impact, professional development must have a core focus on instruction and improving student learning relative to standards. You can't stray too far from the focus or people will get confused about priorities.
- Quality professional development is data-driven and responsive to staff and student needs. It's important to have information about where people are relative to where you want them to be so you can gear learning opportunities appropriately.
- To impact instruction so that it's more learner centered, professional development also needs to be learner centered. Professional development should model ideal instruction.
- To maximize scarce professional development resources, keep your staff at home. It's much more cost effective to bring someone in to work with a core group of people than to send three people to off-site training or conferences.
- Trainer-of-trainers models can be cost effective, as long as the second-tier personnel are all on the same page and have regular opportunities to continue their learning.
- Substantial change takes time. In the end, slower is better, but it can be a challenge to create the time and sustained support needed for adult learning. It can also be difficult to create community understanding about the time needed for learning.

(McREL Insights: Standards Based Education: Putting Research Into Practice by Ravay Snow-Renner and Patricia A. Lauer. 2005)

Happy A Great Weekend,

**Bert L'Homme,
Superintendent**