Ohio Leadership Advisory Council Action Forum

Content Knowledge
- Departmental TBIs
- Course alignment
- Curriculum mapping
- Pacing
- Assessment
- Technology
- Offerings

Relationships
- Teacher-Student-Parent
  - Freshman Academy
  - Grade-level TBIs
- Teacher-Teacher
  - Freshman Academy
  - Grade-level TBIs
  - Enabling relationships
    - Breaking barriers
- Teacher-Administrator
  - BELT
  - EBT

Student Engagement
- Students involved
  - Student voice
  - Career pathways/grades
- Collaborations
  - Innovative programs/activities
  - Class instruction planning
  - Health and safety educational programming

Effective Instruction
- Professional development
  - Professional development opportunities
  - School improvement resources
  - Close academic/curriculum

Questions and Conclusion
For Additional Information Contact:
For questions or comments:
Email: dlutes@Ohio.gov

Four Pillars of a Quality Education

Knowledge Content
Relationships
Engagement
Effective Instruction

Our Commitment
Ohio Leadership Advisory Council Action Forum
Benjamin Logan High School

Bellefontaine
Rural Logan County
600 High School Students
40 High School Teachers

Presented by:
Mark Butler, HS Principal
Andrea Fay, Math
Jeff Fay, Social Studies
Michelle Lane, English
LeAnn Freehout, Science
Sally Stolly, Curriculum Director
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Our Journey from TBTs to BLTs 7 years in the making

“America’s Most Successful High Schools — What Makes Them Work” case studies from each of the 30 model high schools.
Freshman Academy

- Two teams
- Core subjects
- Year-long block schedule
- Full inclusion
- Intervention

Benefits of Freshman Academy
- Bridge between MS and HS
- Smaller class sizes
- Core subjects in the morning
- Flexibility in daily scheduling
- Increases parent contact
- Decreases disciplinary problems
- Increases academic performance
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How Our TBTs Benefit Students

Case Study Scenarios:
• Paul
• Cadey

What happens to Paul or Cadey at your school?
Possible Student Outcomes Prior to TBTs

• Frustration
• Isolation
• Lower grades
• Poor attendance
• Disciplinary problems
• Uninformed parents
With TBTs

- Change in student placement
- Change in student schedule
- Increase in student engagement
- Better grades
- Fewer disciplinary issues
- Open communication with parents
- Better attendance
- Increase in student self-confidence
Leaders Make it Happen!

**BLT**
- Teacher driven
- All subject areas represented
- Sharing of TBT data and review of building level data
- Think tank for building level decisions
- Experimentation and collaboration
- Honest, direct conversation
- Reflect and take action
- Review SI.Os
- Monthly meetings

**Freshman Academy Teams**
- Teacher collaboration
- Parental contact
- Data analysis
- Administrative support
- Common planning period
- Collection of evidence
- Weekly meetings

**TBTs**
- Weekly meetings
- By department
- By grade-level students
  - Shared-students
  - Effective instructional practices
  - Curriculum mapping/pacing
  - Topic of choice (student centered)
  - Sharing of assessments

**DLT**
- Shared collaboration across buildings
- Evaluation of district data
- Common goals and strategies throughout the district
- Built from the bottom up, teacher ownership
- Quarterly meetings
Freshman Academy Teams

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BLT

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TBTs

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Knowledge

Relationships

Engagement

Effective Instruction

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  • Grade-level TBTs
• Teacher-Teacher
  • Freshman Academy
  • Grade-level TBTs
  • Departmental TBTs
  • Building relationships/
    breaking barriers
• Teacher-Administrator
  • BLT
  • DLT
Principal Leadership
Empowering Teachers
Student Engagement

- Student-centered
- Academic Assist
- Career pathway speakers
- Club meetings
- Remediation opportunities
- Differentiation
- Cross-curricular planning
- Project-based/inquiry-based learning
- Greater focus on technology integration
Effective Instruction

- Sharing of resources
- Classroom management strategies
- Collaboration with best practices
- Presentation of student work
- Common assessments
- Targeted instruction to meet individual needs
Protocol
How we make it happen!

**Agenda**
- Topic driven by building and district goals
- Responding to student needs
- Teacher-centered ideas

**Professionalism**
- Being flexible with time
- Peer-to-peer accountability
- Caring administrator
- Dedication to the Four Pillars of Commitment

**Documentation**
- Minutes submitted by each team
- Saved in shared drive
- Accessible by teachers and administration
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