



Kim M. Bruno, Principal

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CFI Team Minutes

Meeting #10 – Network Meeting: 12-9-09

Present: Moore, Alex; Hughes, Scott; several CFI Team members and administrators

Materials to Review: Documents with the following titles: The Principals' Guide to the Quality Review, Quality Review Record Book 2009-2010, Understanding ARIS Reports: Sample Reports Packet, Meeting with the Leadership – Instructional and Organizational Coherence, Inquiry Space User Guide, ARIS Reports: Beginner/Intermediate, Quality Review Rubric Glossary, and Notes: Meeting with Teacher Team: Planning.

I. Reflecting on Past Quality Reviews

- Every school in our network received either an A or a B.
 - During the first three years, schools were compared to others in their peer horizon.
 - In the year ahead, peer horizon comparison or cut-scores may be used to measure performance on the Quality Review.
- Middle schools earned higher grades than high schools last year
 - The reviewers did not anticipate this.
 - High schools' Progress Reports are more differentiated than middle schools'.
- Scott encourages schools to invite him to speak with parents about schools' Progress Reports.

II. Understanding the New Quality Review

- The most obvious difference is that this year's Quality Review is incredibly scripted.
 - There is a major focus on inter-rater reliability.
 - The scripted nature of the Review allows schools to prepare and ensures a fairer grade.
- Another key update to Quality Review is that the completion of the case study is at the discretion of the reviewer.
- Reviewer will meet with teacher before an observed lesson.
- The reviewer will look for differentiated instruction, engagement of students, and co-operative learning.

III. Preparing for the Quality Review

- The reviewer will look at the school's progress report before visiting school.
 - Teachers and administrators should be aware of areas of weakness.
 - These will likely be addressed during the review.
- A teacher will likely be asked about differentiated instruction.
 - An educator may be asked about ELL students and below level students.

- A teacher may also be asked how he or she is differentiating instruction to meet the needs of an arbitrarily chosen student.
- The Reviewer will meet with two Teacher Teams.
 - One of these two teams will likely be the main CFI Inquiry Team.
 - It would be worthwhile to review the school's Progress Report and Quality Review from the previous year. The Team and others will be asked questions about instructional coherence.
 - The Teacher Teams' work should relate to the school's goals.
- The reviewer wants to see data-driven instruction and instructional coherence.

IV. Working with Inquiry Spaces, ARIS, and Data-driven Instruction

- We went online to experiment with ARIS Reports and view current Teacher Team information in Inquiry Spaces.
- The DOE does not mandate updates to Inquiry Spaces.
 - Scott requests that we post materials to the Inquiry Space because it builds community.
 - The Inquiry Space lets the network see how many Teacher Teams are working at a school.
- Scott will make an ARIS Report training session available during the middle of January
- It appeared that many schools had several Inquiry Teams, which were often organized by department.
 - In some schools, every teacher was involved in Inquiry Work.
 - Not every school was posting materials to the Inquiry Spaces.
- An Assistant Principal from another school shared that in her school, all grades are accessible online. She recommends the Web sites rubistar.com and studbug.com.