

Virginia Professors of Educational Leadership (VPEL)

Meeting minutes

September 13, 2019

George Mason University

John Gratto, the President of VPEL welcomed the professors and thanked everyone for their attendance.

FIRST SPEAKER

Verjeana Jacobs, the Chief Equity & Membership Officer, from the National School Boards Association, spoke about **Qualities School Boards Want in Superintendents and Principals of Schools.**

Her points included: Principals and Superintendents should provide:

- Vision
- Accountability
- Community Leadership

Other points included:

- Principals should understand the role of the School Board
- The Board and Superintendent should understand each other's roles.
- They must have"
 - (1) Strong focus on student results,
 - (2) Help students meet state standards,
 - (3) Understand assessment and analysis of data, and
 - (4) the alignment of instruction to standards

Key Question: How do we become a governance team that can further the education of the school and community and further outcomes for students?

*Boards want superintendents who can navigate both calm and choppy waters, who understand how to respond to parents' concerns. The Board and super are a governance team which must build off each others' strengths.

*Supers are outsiders to the district, typically. When things go bad, you're really the outsider. So, build lots of relationships to help you weather the storms of controversy.

*Principals and superintendents need to stay focused on student achievement. By doing so, that will help them to weather tough times.

*Being an excellent communicator is essential. They should also use data to drive decisions and allocate resources wisely and judiciously. That might mean allocating resources on a basis other than a per pupil basis.

*Boards want supers who put the best teachers in front of students. They also want supers to determine the impact of the allocation of resources.

*The Board wants the superintendent to make tough decisions and recommendations that they can back by voting on them.

*Many school board members are not completely aware of what they are getting into. Therefore, it is incumbent upon superintendents to educate and guide the school board.

*Superintendents must navigate the politics of re-directing staff who may be popular in the community. They must understand when to intervene in issues to be responsive to the community's concerns.

*Superintendents must prepare themselves for the community they are going into.

*Superintendents rarely get fired for not achieving student performance goals. Rather, they get fired due to poor relationships with the Board, teachers, or communities. Thus, they must be continually developing relationships with the Board and community.

*Supers should work closely with the Board chair. Boards that are not fed are the ones that cause supers the most problems. Continually give the Board plenty of information so that they understand issues *before* they are confronted about them by community members.

*Superintendents should also educate Board members, who are lay people, to be effective Board members e.g. informing them about SOL scores and other high-priority district issues. Since they are lay members, it is quite possible that they don't know about issues that the super takes for granted. Don't assume that they know or understand academic issues.

*Superintendents must have effective communication processes with the Board while still running the day-to-day operations of the school district.

Superintendent mistakes:

- Going around the Board
- Making decisions that are the Boards and then telling the Board about them

*Superintendents should also communicate effectively with elected officials and the press. They should never compromise their integrity.

*Superintendents should be highly visible. They should be strategic and realistic with their time.

*Superintendents should be immersed in the community. By building strong relationships with the community, the community will have your back.

*She referred VPEL members to NSBA's publication entitled "The Key Work of School Boards" and also Life-Ready Students. [NSBA Skills Gap report](#) - *Six LifeReady Skills for Career, College and Success in Life: A Report of the Commission to Close the Skills Gap*

*Overall, Boards want Superintendents and Principals who will increase outcomes for students.

SECOND SPEAKER

[Quality Matters \(QM\)](#)

*Our goal — as a non-profit, quality assurance organization — is to provide a system to help you deliver on that promise: with review, improvement and [certification of quality](#).

*QM has over 1200 members (universities, departments, organizations, school districts, etc.)

*QM has a rubric (standards), a quality assurance (QA) process, and professional development offerings.

*QM has 5 rubrics

1. HE
2. HE Publishers
3. K12
4. K12 Publishers
5. Continuing and Professional Ed.

*QM has a publicly available research library as well as tools for continuous improvement:

- Self-review tool
- CRMS (course review management system)
- MyCR (custom review system)

*QM also has a course and program review process (QA)

- Courses can be certified as QM-approved
- Formal and informal reviews
- Faculty peer-review process
- Courses need to “score” 85% to be considered quality

*Getting started

- Clear instructions
-
-
-
- Etiquette
- Academic integrity
- Instructor self-introduction
- Prerequisite information

*Build your foundation

- Course-level objectives
- Module-level objectives
- (designed and written for the right audience)

*Learning: What Materials will they need?

- Integrated with clear intent
- Sufficient breadth, depth and currency
- Appropriate reading level
- Culturally diverse and bias free

*Activities and Interactions: What will they do?

- Opportunities for active learning
- Opportunities for learner-instructor and learner-learner interaction
- Clear interaction requirements

*Technology: What will they use?

- Facilitate engagement and active learning
- Protect student privacy and confidentiality
- Current

*Assessments

- Specific and descriptive criteria
- Self-reflection opportunities
- Multiple methods
- Successful course completion expectations

*Support: How will students get help?

- Technical support
- Academic support services and resources
- Resources for effective course facilitation
- Accessibility policies and services

*Accessibility and Usability

- Navigation is logical, consistent
-

THE National Standards for Quality Online Learning

<https://www.nsqol.org/>

8 Standards, each with multiple standards

Teaching Online Certificate

7 workshops anyone can enroll in to get a certificate

AFTERNOON NOTES

Website update

Vpel.org

*Jon Becker to establish a protocol for VPEL members to sign up to write blog posts.

Treasurer's Report

Beginning Balance: \$1171.21

Money Received: VPEL Membership 2019-2020 AY(Annual Membership = \$25.00)

	Memberships by Check	Memberships by Cash/Money Order	Total
July 2019	\$		\$
August 2019	\$ 125.00		\$125.00
September 2019	\$ 75.00	\$25.00	\$100.00
Quarter 1			\$225.00

Expenses

	Amount	Description	Total
July 2019			
August 2019			
September 2019			
Quarter 1			\$0.00

Ending Balance: \$1396.21

Virginia Public Education Coalition Update

Kata Cassada could not make it

Meeting adjourned at 1:25 p.m.

Next meeting is March 27, 2020 at University of Richmond