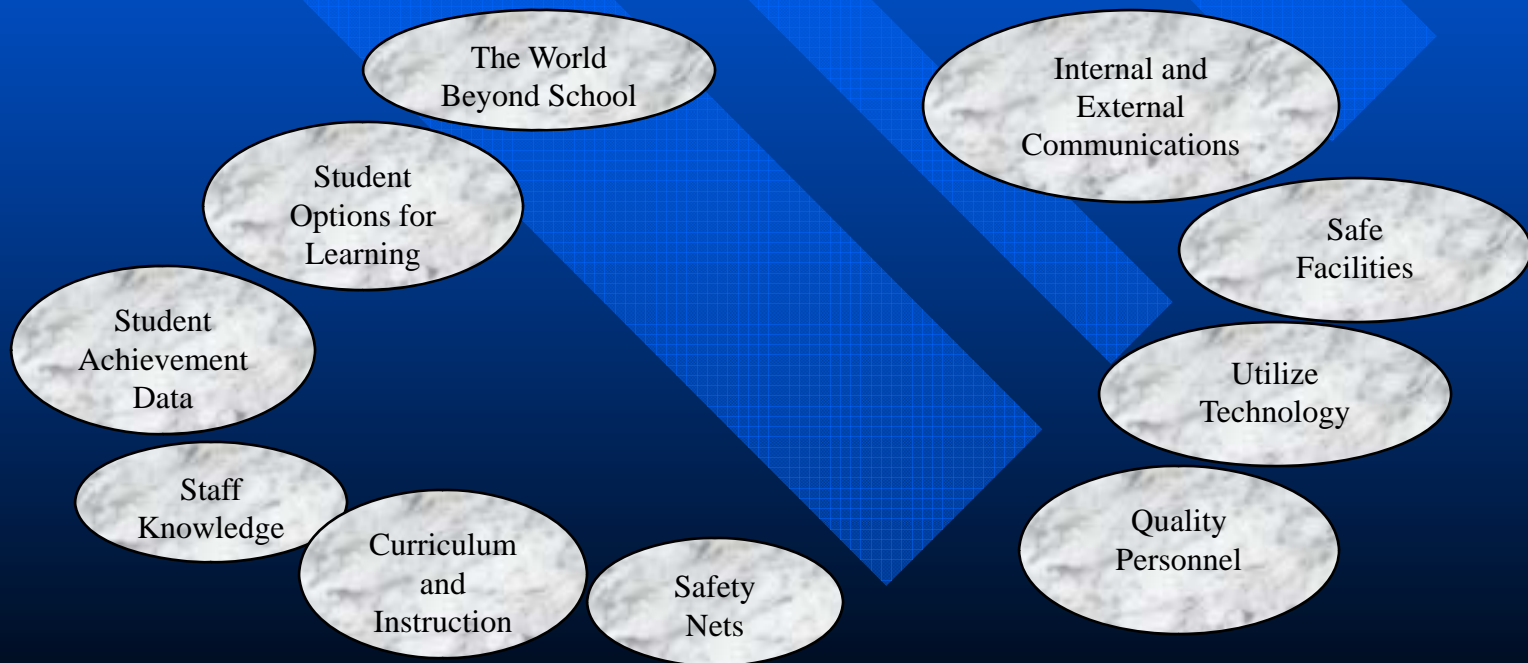
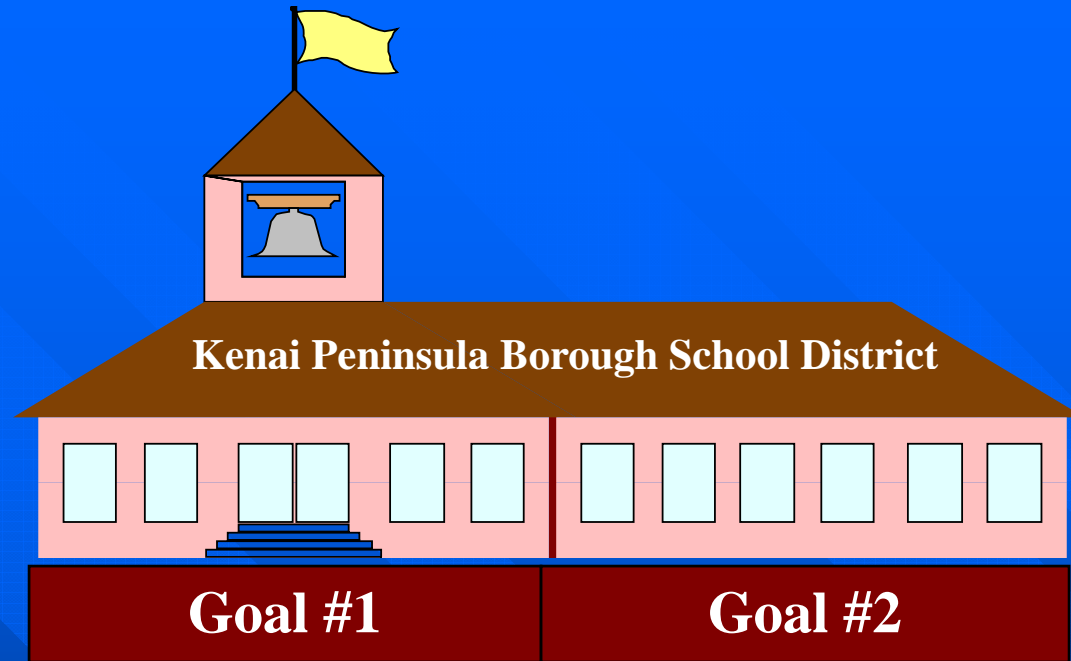


DISTRICTWIDE INSERVICE 2001

A Different Conversation

- ❖ **Housekeeping**
- ❖ **Introductions**
- ❖ **Why the changes**
- ❖ **Expectations for today**
- ❖ **Predictor activity**



**Activity – Identify
key words from
Mission Statement (3-
10)**

Mission Statement

The mission of the Kenai Peninsula Borough School District, in partnership with the richly diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge, and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a safe, supportive environment.

GUIDING PRINCIPLES

Our guiding principles consider the ideal educational experience for all students to be one in which:

- ❖ Each person can learn and be successful
- ❖ Learning becomes a lifelong process
- ❖ Each individual is recognized as unique, valuable and is treated with respect and dignity
- ❖ Prevention of academic difficulties is preferred to intervention
- ❖ Education is the accepted responsibility of the entire community
- ❖ The educational environment is physically and psychologically safe and healthy
- ❖ Cultural diversity is recognized and respected
- ❖ High standards and expectations are essential elements
- ❖ Positive change is embraced
- ❖ Decisions are student-centered, data-driven and made collaboratively
- ❖ High quality programs and personnel are essential elements
- ❖ Programs and practices support the mission and goals of the district

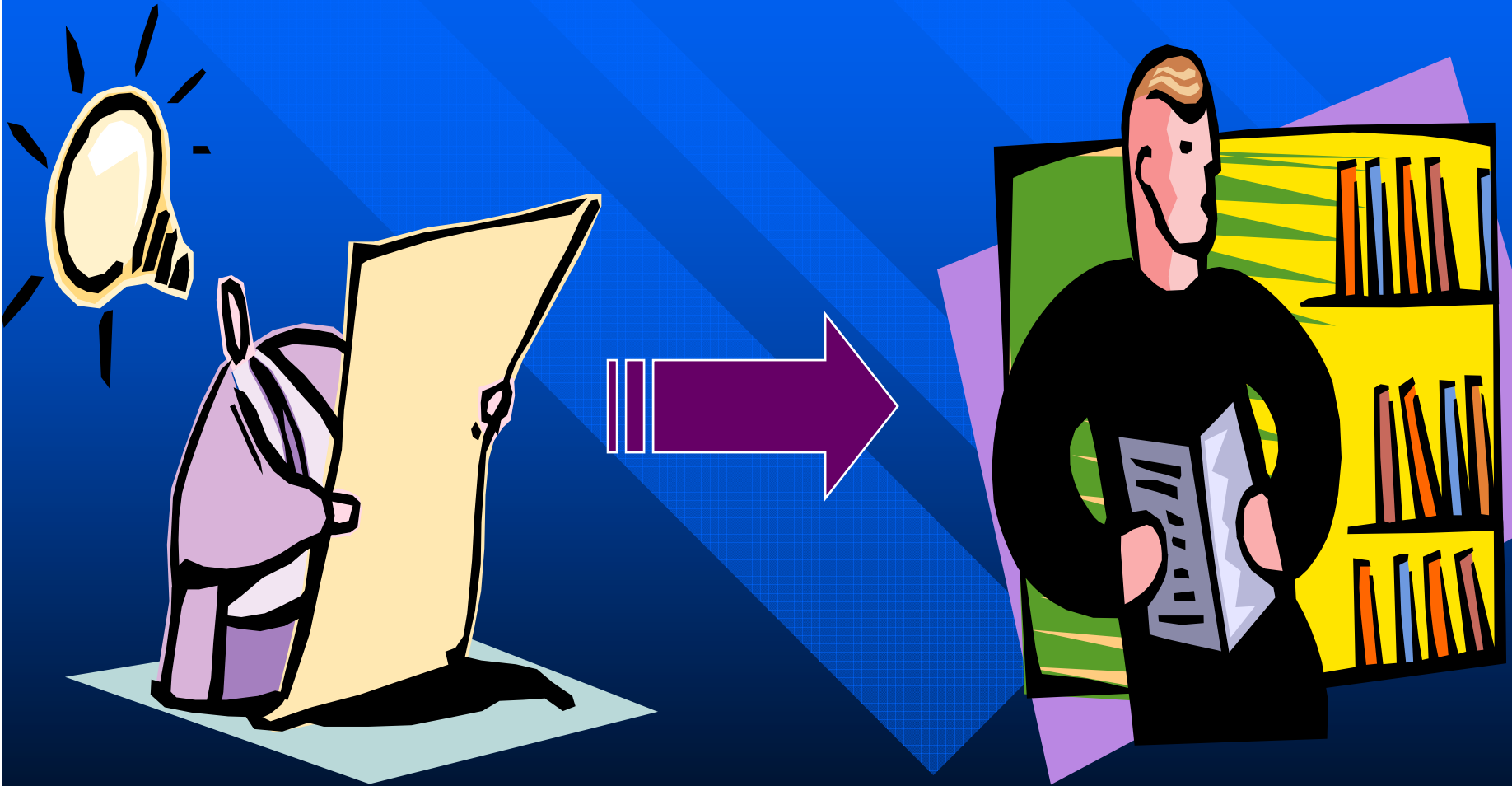
Public's Expectations

- ❖ **Keep my child safe**
- ❖ **Teach him/her well**
- ❖ **Treat him/her with respect**
- ❖ **Make him/her feel special**

Why an Elaborate Plan?

- ❖ **Nothing becomes dynamic until it becomes specific**
- ❖ **When specific it can be defined as behaviors/targets**
- ❖ **Trick is to make a plan for ALL KPBSD students (Broad) yet focused enough to make a difference**

Ideas and thinking have no real value until they are activated and put to use for the benefit of students.



THE

“DISTRICT”

IS

US

Mission

**Guiding
Principles**

Goals

**Action
Steps**

Guiding principles

Mission

Goals

Action steps



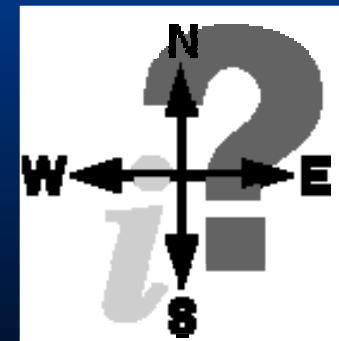
Long Range Planning is a Pilgrimage

- ❖ We make our journeys and then they make us
- ❖ Paradigm shift - being in the business of education, not the business of schools



Effects of Planning

- ❖ Shared purpose and common direction
- ❖ Identify priorities for change
- ❖ Protection against overextension
- ❖ Concentration of effort and optimal return on investment



Goal Number 1

KPBSD will engage high quality, research-based programs and practices to help each student reach his/her highest personal potential.

Goal Number 2

KPBSD will exhibit high quality in all personnel, facilities, relationships and partnerships.



Create Schools Kids Want To Go To

Goal Number 1

Action Step 3A: Provide time for teacher mentoring and collaboration for instruction within and between schools.

Framing of Today's Conversation

- ❖ **Sense of Self**
- ❖ **Sense of Place**
- ❖ **Sense of Purpose**

**Sense of self - personal
accountability**

Take care of yourself

Know the power of one

Be filled with joy

**Reflect and continuously
improve**

Write your own script

**Sense of place - caring,
safe, peaceful schools**

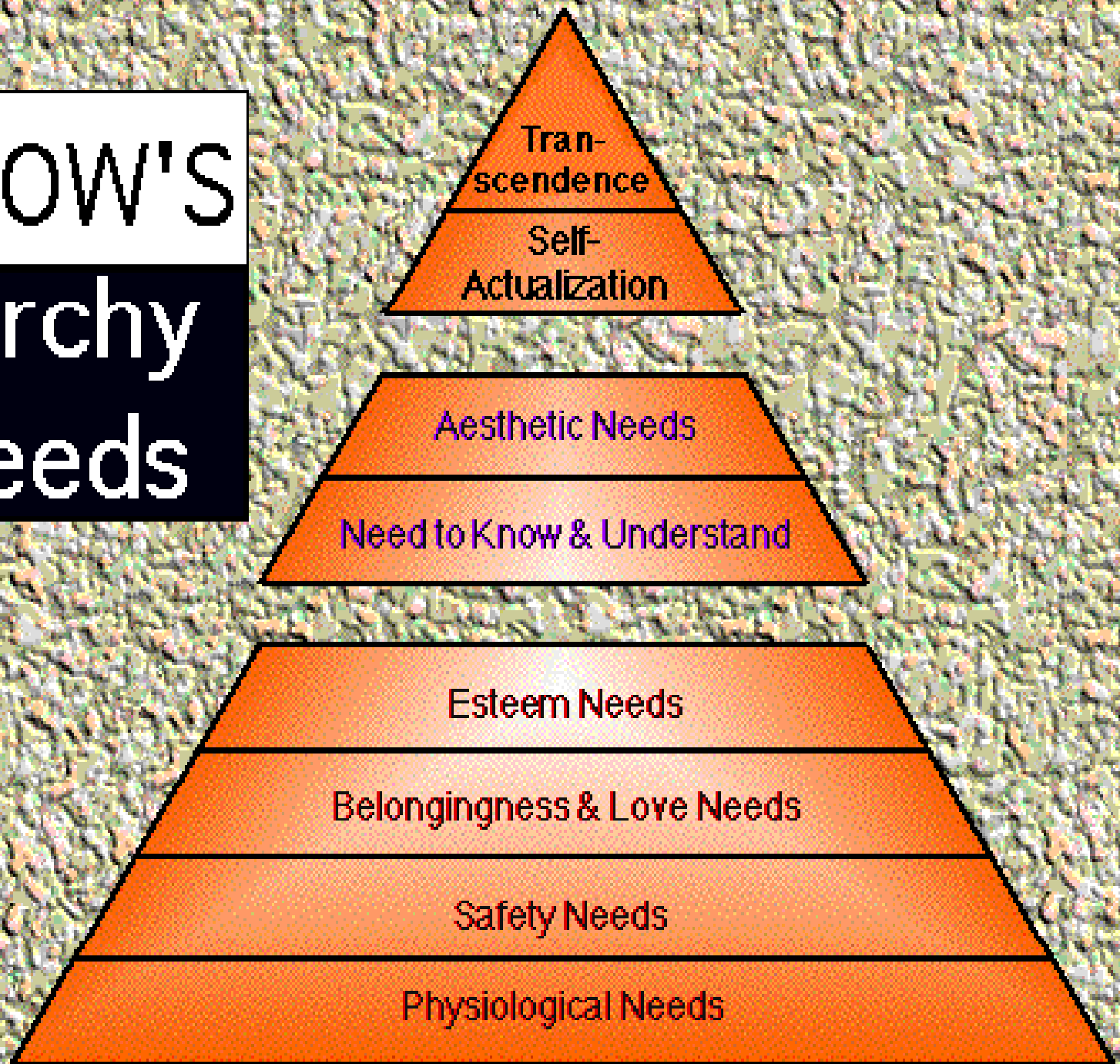
Being "from the Peninsula"

Being safe

Building trust

MASLOW'S

Hierarchy
of Needs



Sense of Purpose - Quality Instruction

- ❖ What?
- ❖ Why?
- ❖ How?

**Passionate pursuit of
educational excellence on
the Peninsula... what does
that look like?**

Knowing Good Instruction

- ❖ **Guiding question - How can I have an impact in what happens every day in every classroom for every student?**
 - **Walkthroughs this year**
 - **Lookfors next year**
 - **Quality work**
 - **Classrooms that are "colorful carnivals of learning"**



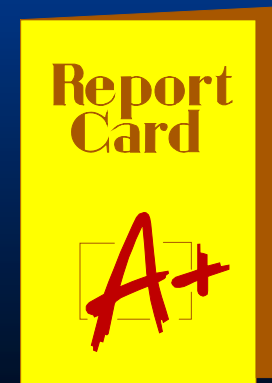
Questions to Guide You and Your Staff:

- ❖ By what criteria will the quality of student work be judged?
- ❖ What steps have been taken to provide parents with the information they need to be effective partners in the learning process for their children?



Questions to Guide Students

- ❖ How do you know if your work is good enough?
- ❖ Do you know what you have to include to make good work in class?
- ❖ If you want to make your work better, do you know what needs to be improved?
- ❖ When you earn a grade, can you explain why you earned it?



Indicators/Lookfors:

1. Rubrics are shared with students prior to completing their work
2. Students know how to use the criteria to evaluate and revise their work
3. Students know clearly when they have/have not met the criteria



Example - Dear Santa Letters

❖ In our dear Santa letters, we are putting several learned skills in to practice:

1. Five parts of a letter
2. Using questions and statements in writing
3. Proper capitalization and punctuation
4. Remembering manners and being polite



Why? The best predictor of student success is teacher expectation.

**If we don't know what
makes the difference in
our schools**

then anyone can do your job

**How? Commitment from
you. Commitment from us.**



Replace the circle of blame with the cycle of quality.

- 1. Chance to assimilate**
- 2. Chance to practice**
- 3. Chance to collaborate**

**The invitation has been
extended - I hope you'll
dance!**

The background is a blue gradient with several diagonal stripes of a lighter blue color, creating a sense of movement and depth. The stripes are parallel and run from the top-left towards the bottom-right.

**DISTRICTWIDE
INSERVICE 2001**