

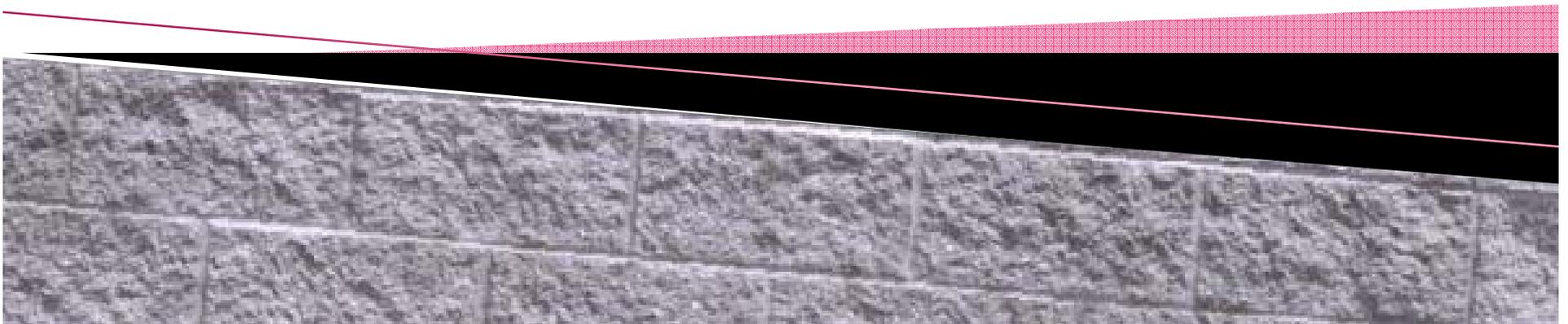


# Administrator Meeting

## August 6, 2008

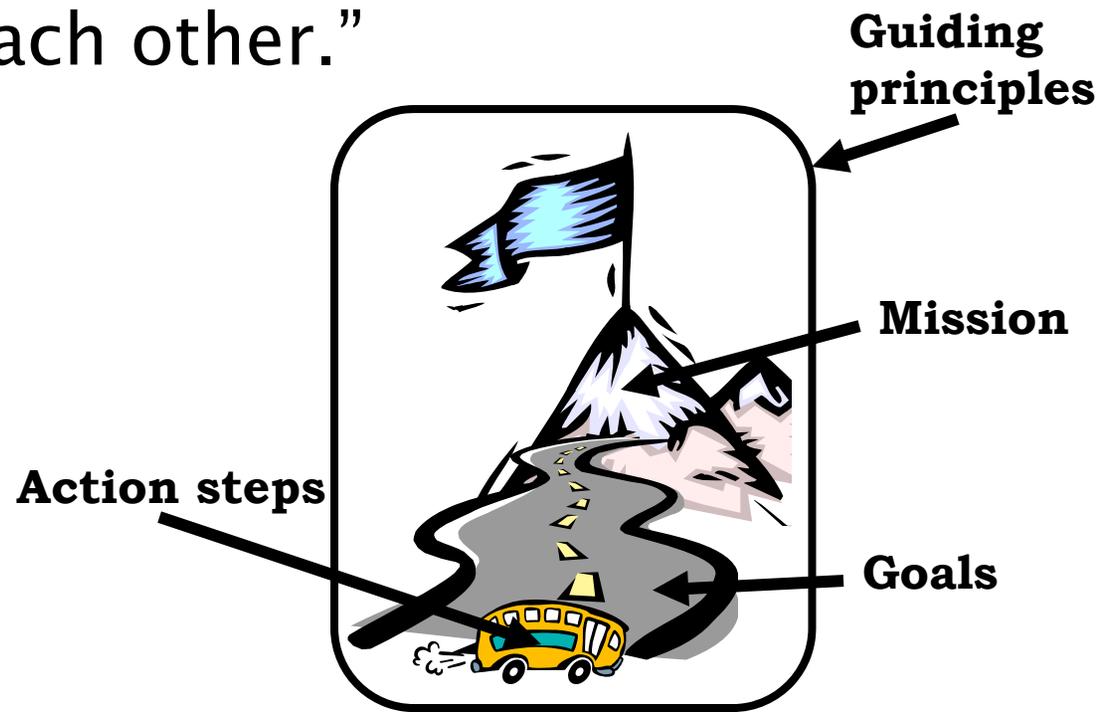
Building a Solid Foundation Through  
Shared Leadership

Donna Peterson, Ed.D.  
Superintendent of Schools



# High achievement in KPBSD... principals said

1. “We believed in each student.”
2. “We tore apart the data.”
3. “We talked to each other.”



# Long Range Plan

...prepare students to thrive in a 21<sup>st</sup> Century global economy and society...

by focusing on

## Effective Instruction AND Positive Culture

Kenal Peninsula Borough School District Plan on a Page 2007-2012

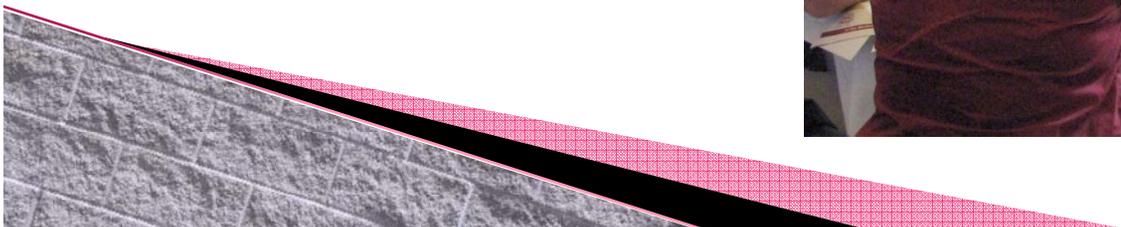
The mission of the Kenal Peninsula Borough School District, in partnership with its richly diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge, and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a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

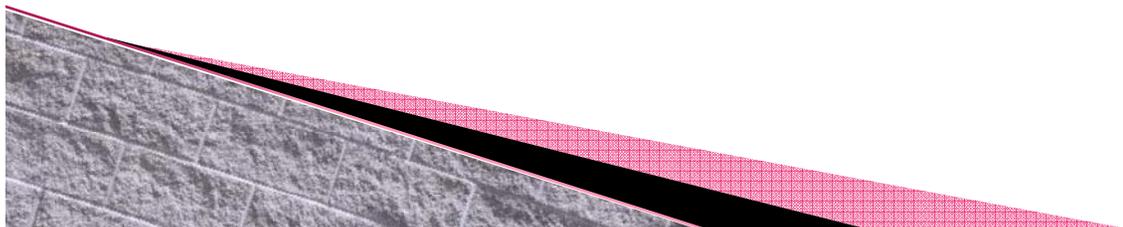
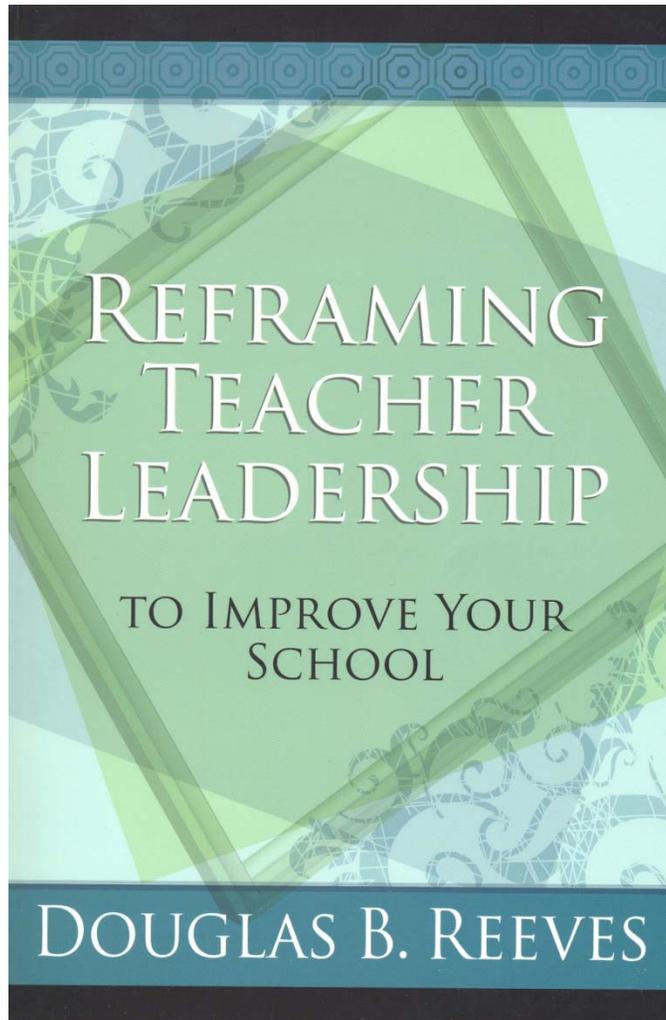
GOAL	FOCUS	ACTION AREAS
<b>Operational Effectiveness</b> Prepare all students to thrive in 21 <sup>st</sup> Century global economy and society	Rigorous and comprehensive curriculum Collaborative use of assessments	<ul style="list-style-type: none"> <li>21<sup>st</sup> Century skills</li> <li>State standards</li> <li>Proficiency or plan for improvement</li> <li>Formative assessment</li> <li>Response to Intervention</li> <li>Graduation rate</li> <li>Standards-based assessment</li> <li>Standards of evaluation</li> <li>Time for staff interpretation of data</li> <li>Professional development</li> <li>Systems to embrace all levels</li> </ul>
	Accountability	<ul style="list-style-type: none"> <li>Conferencing</li> <li>Class size</li> <li>Social offerings at similar schools</li> <li>Staff understanding of literacy and learning</li> </ul>
	Class sizes and instructional strategies	<ul style="list-style-type: none"> <li>Equal inter-relationships with parents</li> <li>Public service projects</li> <li>Career partnerships</li> <li>Talent spots</li> <li>Cultural awareness</li> <li>Community learning tools</li> </ul>
	Community involvement	<ul style="list-style-type: none"> <li>Intergenerational focus</li> <li>Professional development plan</li> <li>Effective practices list</li> <li>Comorbidity/student ratios</li> <li>Staffing for interventions</li> </ul>
<b>Operational Effectiveness</b> Enhance the structure and quality of personnel and services	Staff capacity	<ul style="list-style-type: none"> <li>Workshops for parents</li> <li>Understand parent responsibilities</li> <li>Transitions between schools</li> <li>Regular communication</li> <li>Increase rate of input</li> <li>Encourage an ambassador</li> <li>Public engagement activities</li> <li>Solicit ideas from employees</li> <li>Site councils</li> <li>Website as main communication</li> <li>Sharing between schools</li> </ul>
	Involvement of families	<ul style="list-style-type: none"> <li>Site and accommodations for many</li> <li>Standards-based systems within high schools</li> <li>Many of options available to all</li> <li>Flexible offerings, facilities use</li> <li>Long range construction plan</li> <li>Review building utilization</li> <li>Encourage construction plan</li> <li>Equal integration and implementation</li> <li>Integrating technology support</li> <li>Adopt emerging technologies</li> </ul>
<b>Operational Effectiveness</b> Establish a program of financial management	Choices for students	<ul style="list-style-type: none"> <li>Adoptments - facilities</li> <li>New resource revenues</li> <li>Revolving loan funds</li> <li>State forward funding</li> <li>Positive state and federal relationships</li> <li>Business plan</li> <li>Students purchase</li> <li>Share with other districts</li> <li>Review honors, recognition</li> <li>Corporate awards benefits</li> <li>Records for innovation</li> </ul>
	Determine future needs	<ul style="list-style-type: none"> <li>Efficiency</li> <li>Attracting and retaining quality personnel</li> </ul>
<b>Operational Effectiveness</b> Establish a program of financial management	Technology	<ul style="list-style-type: none"> <li>Efficiency</li> <li>Attracting and retaining quality personnel</li> </ul>
	Monetary resources	<ul style="list-style-type: none"> <li>Efficiency</li> <li>Attracting and retaining quality personnel</li> </ul>

June 9–11, 2008

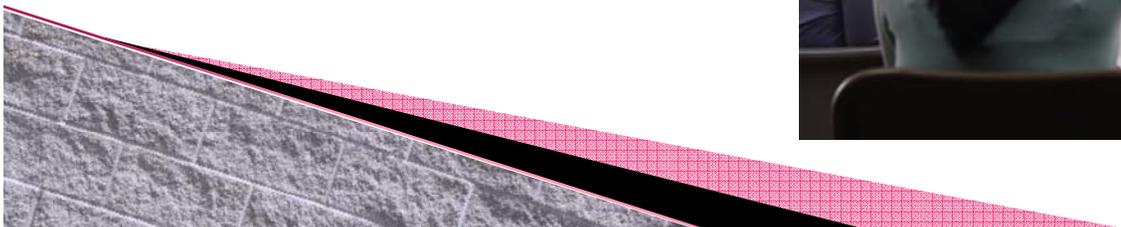
Failure is Not An Option event at Soldotna High School

Steps developed at sites for engaging the entire community





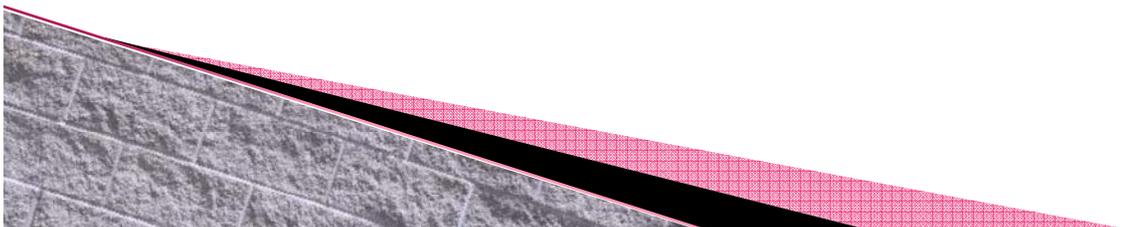
Page 6 – “Teachers not only exert significant influence on the performance of students, but they also influence the performance of other teachers and school leaders.”



Schools where teams attributed student achievement to demographics – 43.6% proficiency rate.

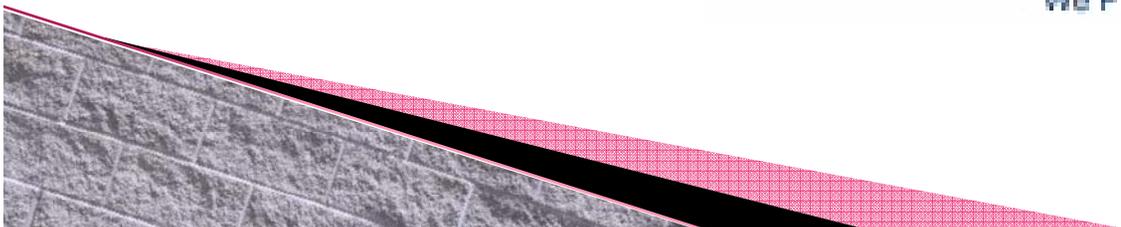
Schools where teams attributed student achievement to faculty variables – 64.8% proficiency rate

When teachers **expect** to have an impact, they are right. When teachers **expect** not to have an impact, they are also right.



# Norfolk Public Schools

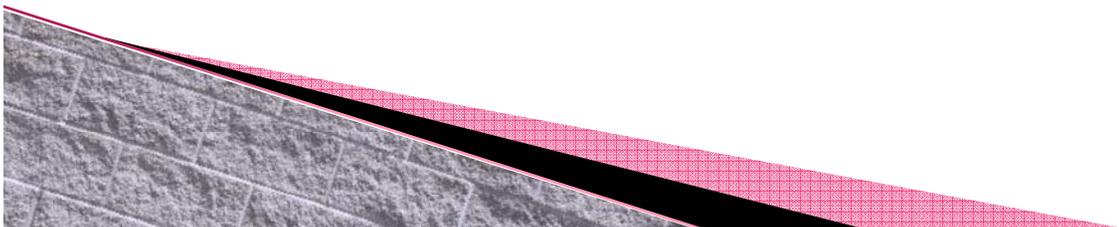
The relationship between poverty and student performance is ZERO



“Information is the underground currency of the underprivileged.”

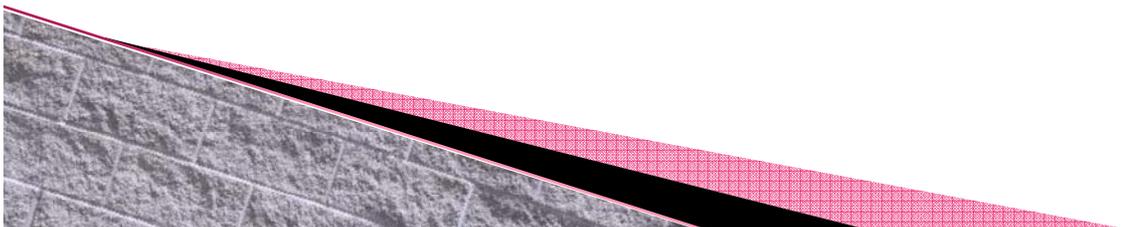
*John Dease  
New York City Public Schools*

We must guarantee ACCESS for all.



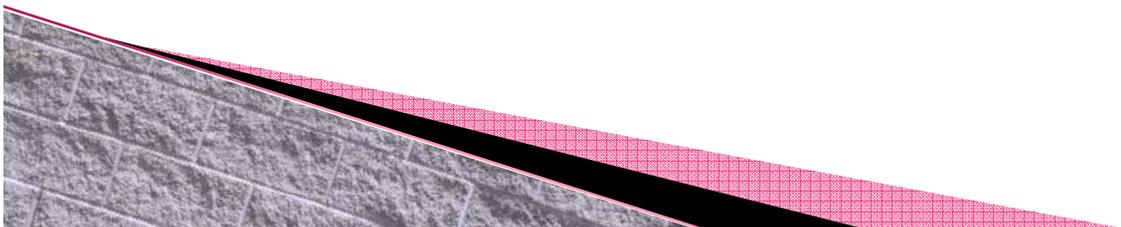
# Excuses for not having effective instruction continue:

- ▶ District Office won't let us change the schedule
- ▶ Our staff isn't ready for changes in teaching strategies
- ▶ We tried change before and it didn't work
- ▶ We don't have enough time to do something else



# Three Barriers to teacher leadership

- ▶ Blame
- ▶ Bureaucracy
- ▶ Baloney (fact-filled debates vs. fact-free debates)

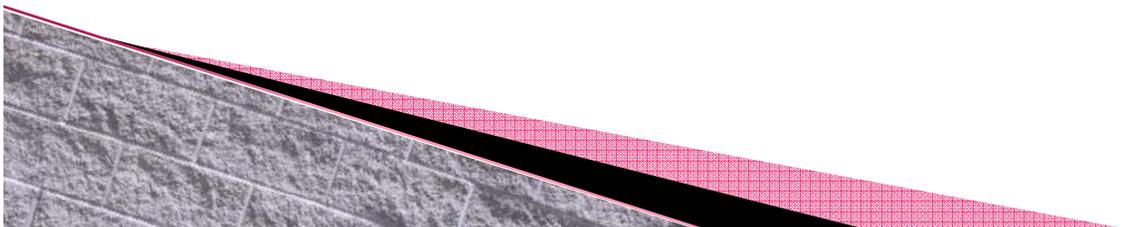


# Compelling relationship between leadership and learning

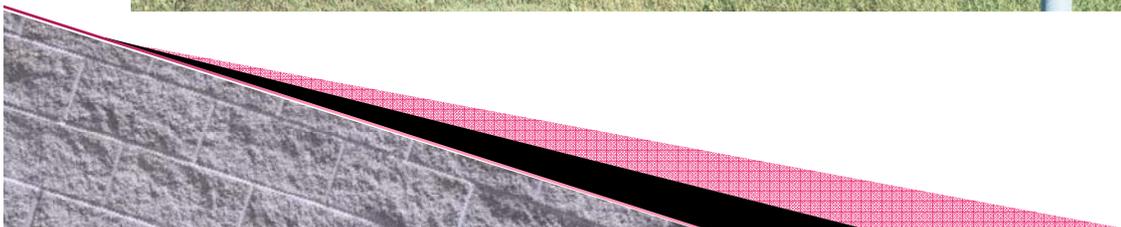
10% teachers implement writing and note taking as explicit teaching strategies in science class – 25% proficient

90% teachers implement same activity – 79% proficient

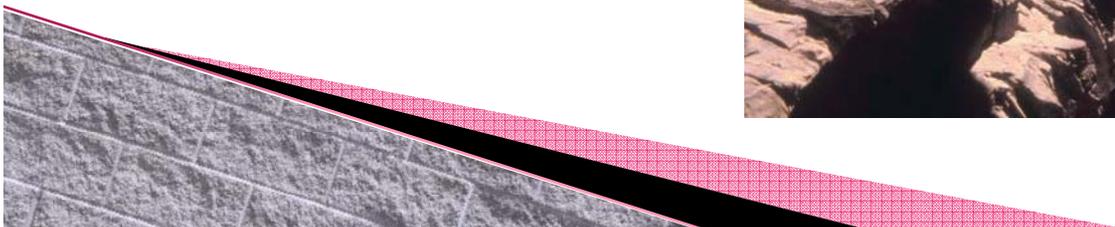
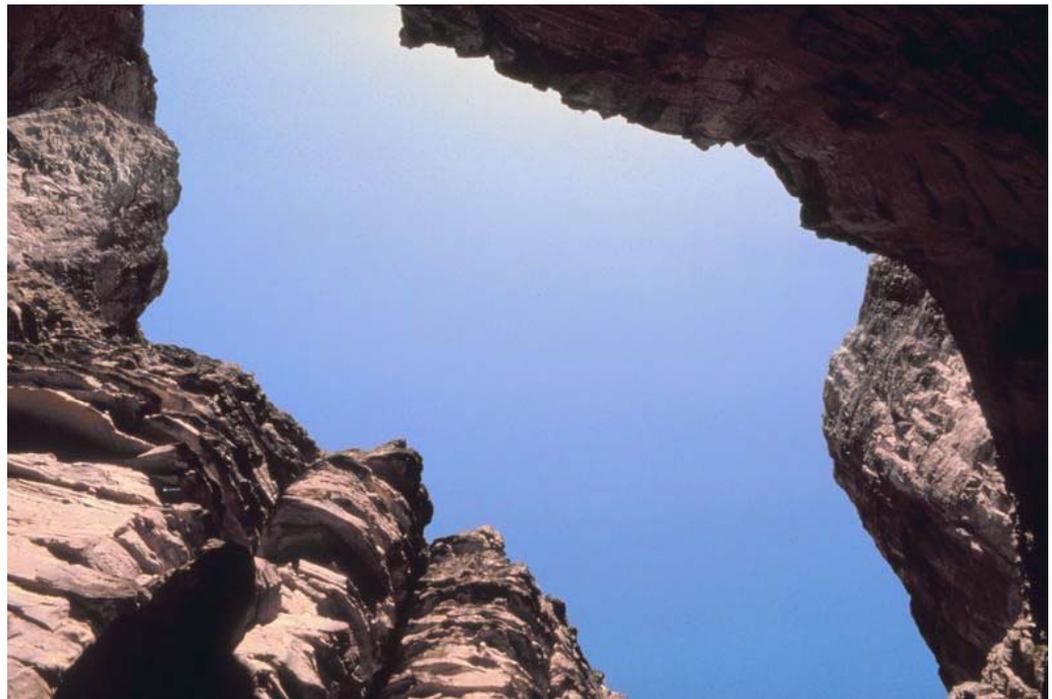
Difference was NOT professional development, rather leadership and implementation



How can we best expand and extend the most powerful teaching and leadership strategies?

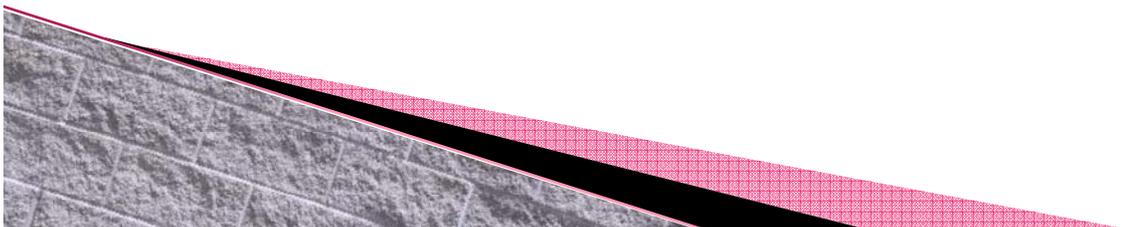


The gap between what we know about teaching, learning and leadership and what we're doing remains wide.



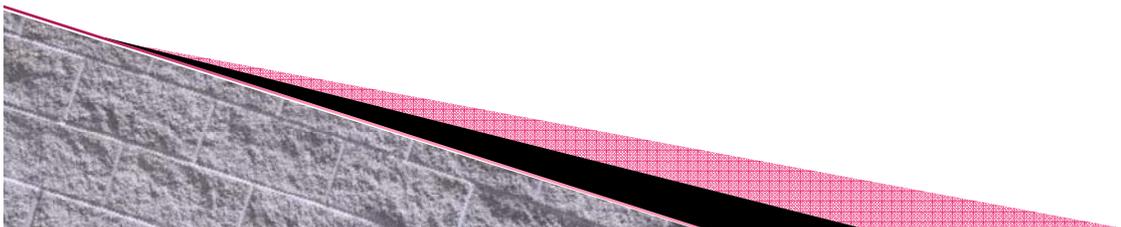
Pg 20 - The leadership development potential is great.

Thousands of teachers at the peak of their professional experience (many quiet and unnoticed) exercise leadership on a daily basis with their colleagues.



Not a new program, rather a new framework within which to implement and sustain effective leadership and teaching practices

- Recognition of challenge
- Research by teachers and leaders
- Results
- Reflection
- Reinforcement
- Resilience

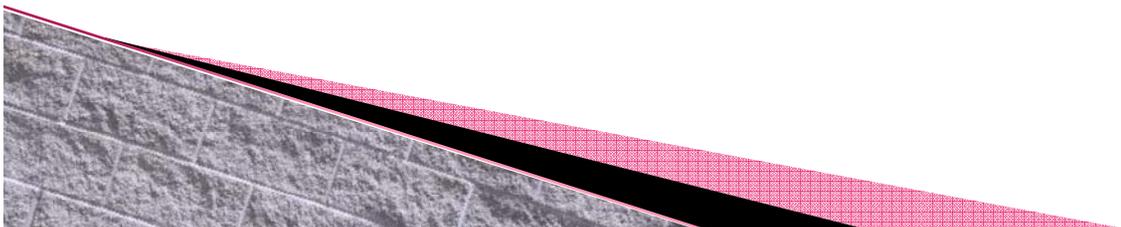


# National policy support for teacher leadership

<http://www.education.alberta.ca>

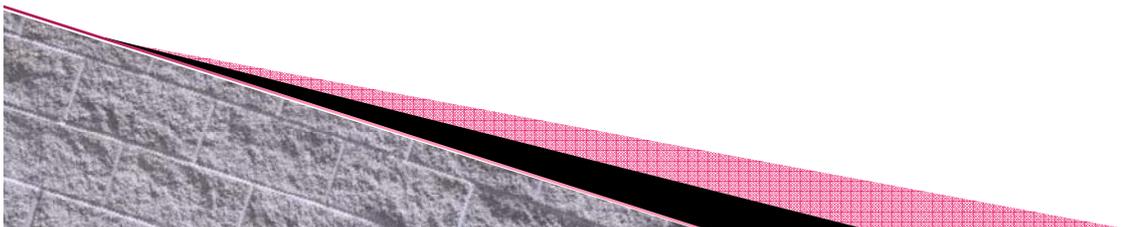
<http://ies.ed.gov/ncee/wwc>

<http://www.wikiteacherleadership.com>



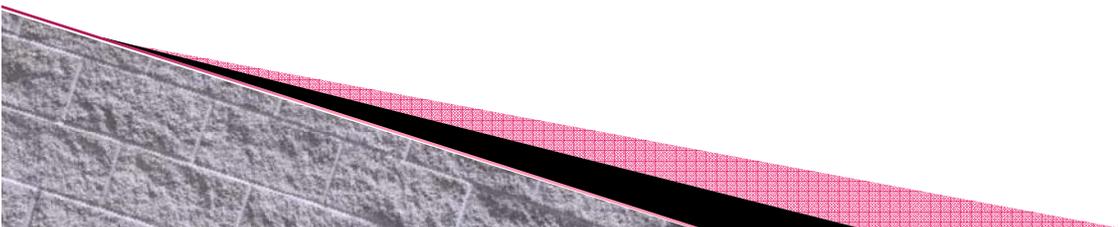
# Practical ways to promote school networks

- ▶ Weekly journals on two students
- ▶ Faculty meetings focused on professional sharing
- ▶ Best-practices book produced annually
- ▶ Best practices club with student involvement

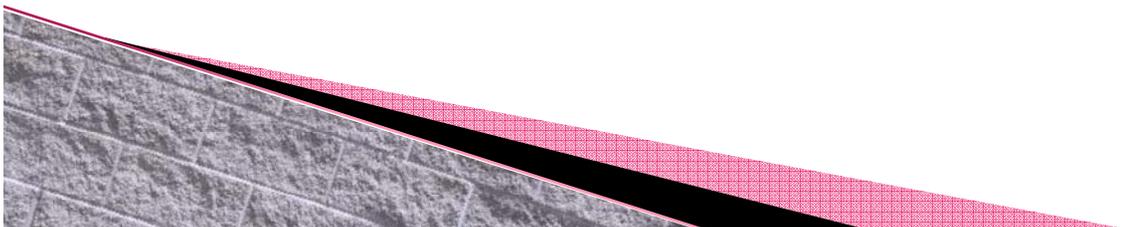


Bottom line is that new framework honors teachers for being effective.

- Recognize excellence
- Emphasize freedom to use judgment
- Listen to and act on teacher ideas
- Encourage innovation
- Provide feedback and coaching
- Value people as individuals
- Provide a sense of being included



Reframing teacher leadership may require a mindset shift. Specifically, direct observation of the professional practices of teachers by teachers must become the new foundation.



**Believe**

**Use Data**

**Collaborate**

