

# **New Learnings from Changed Perspectives**

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Superintendent of Schools

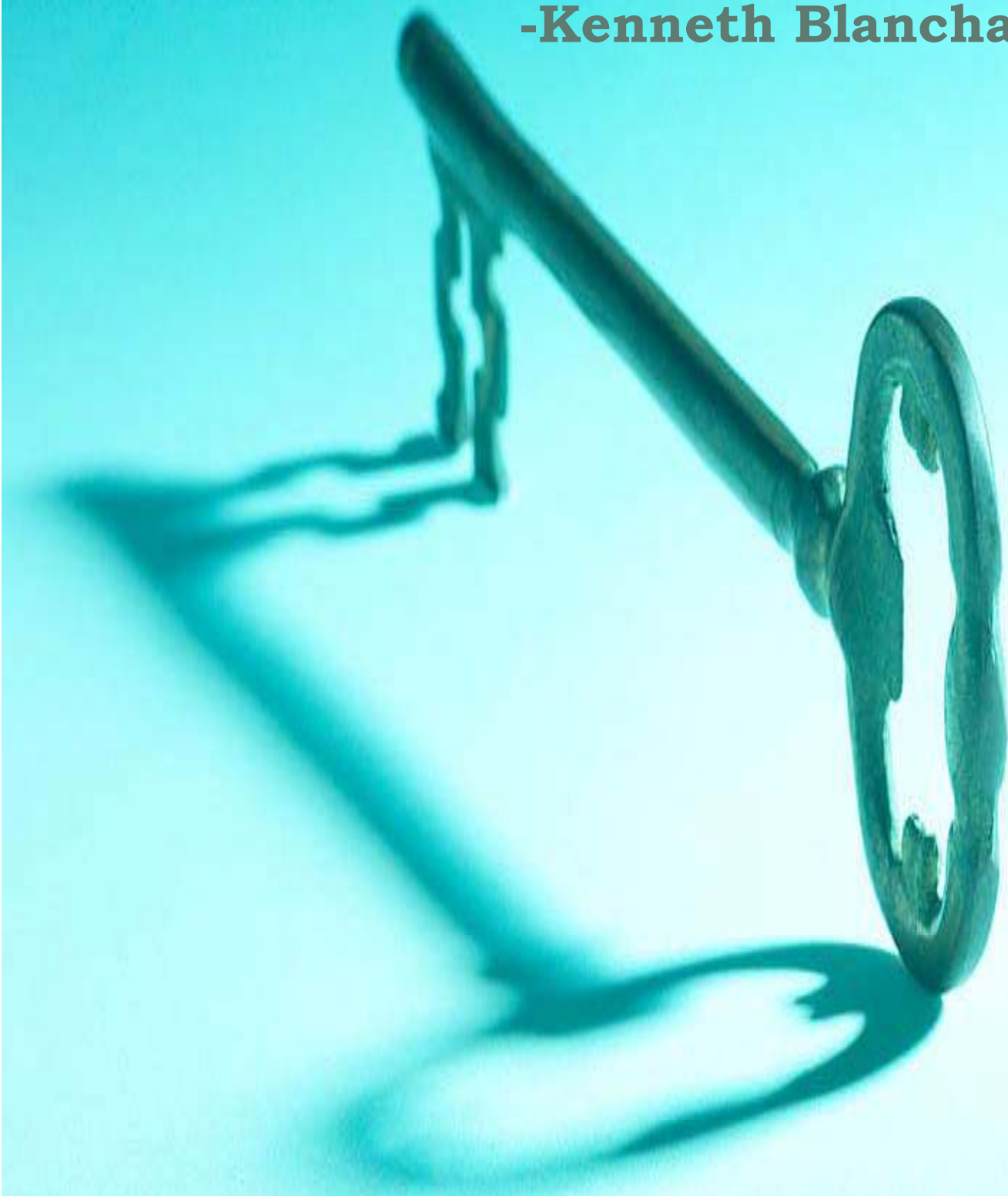


**Administrator Meeting  
Presentation**

**August 12-13, 2004**

**The key to successful leadership  
today is influence, not authority.**

**-Kenneth Blanchard**



**You can never have too many**



**friends or too many**



**pairs of shoes.**

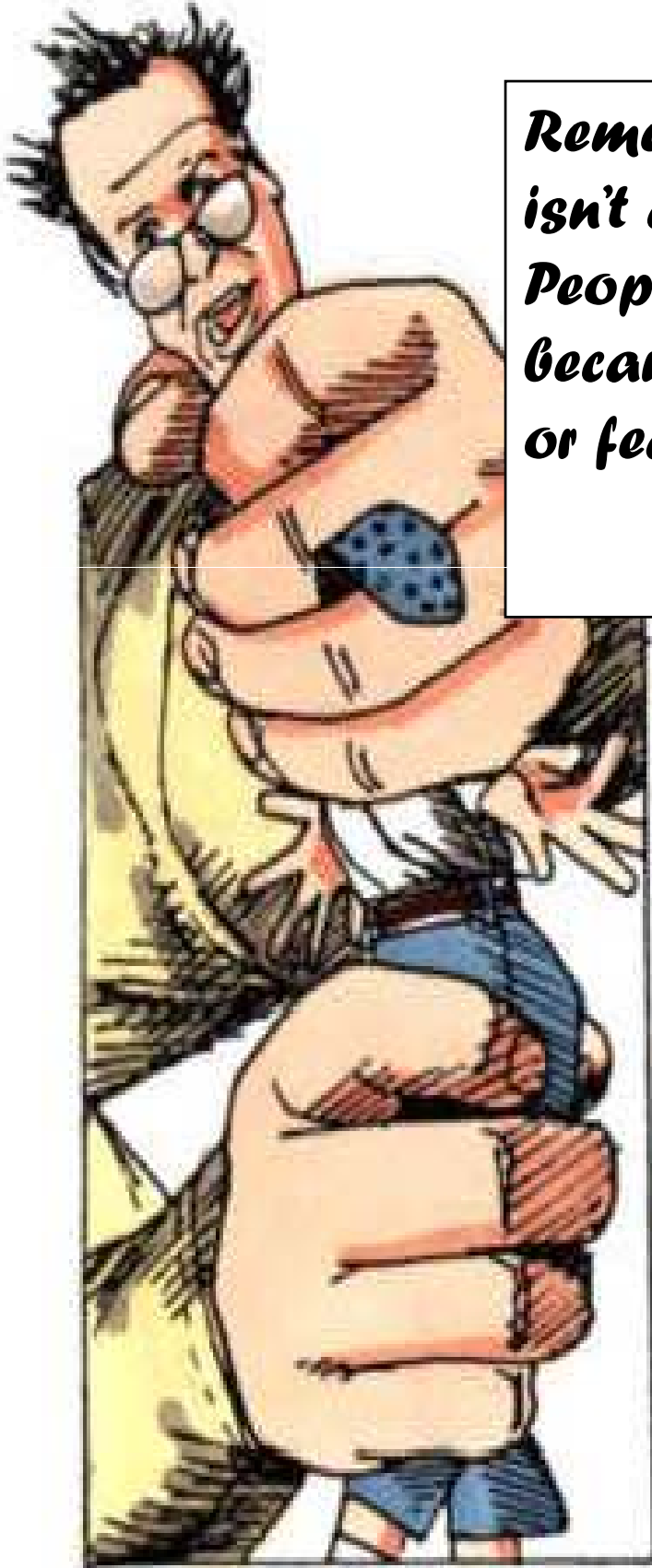
# Manage your Image

When you're under pressure or under fire, people tune in as if it were *Days of Our Lives*. Your supporters are checking, sometimes hourly, to see if you're still standing. They need you to look strong so that they can feel safe. The loyal opposition is just as vigilant, measuring the impact of their latest assault. It is critical that you look secure and successful, even if you feel like you're on death row. For a start, you'll need to show up every day—that alone takes energy and courage. But it's no good to limp in, looking like the loser in a ten-round brawl. No matter how lousy you feel, you need to wear warpaint! Here are six techniques that nonverbally communicate an image of confidence and competence, at the best of times, and especially at the worst.

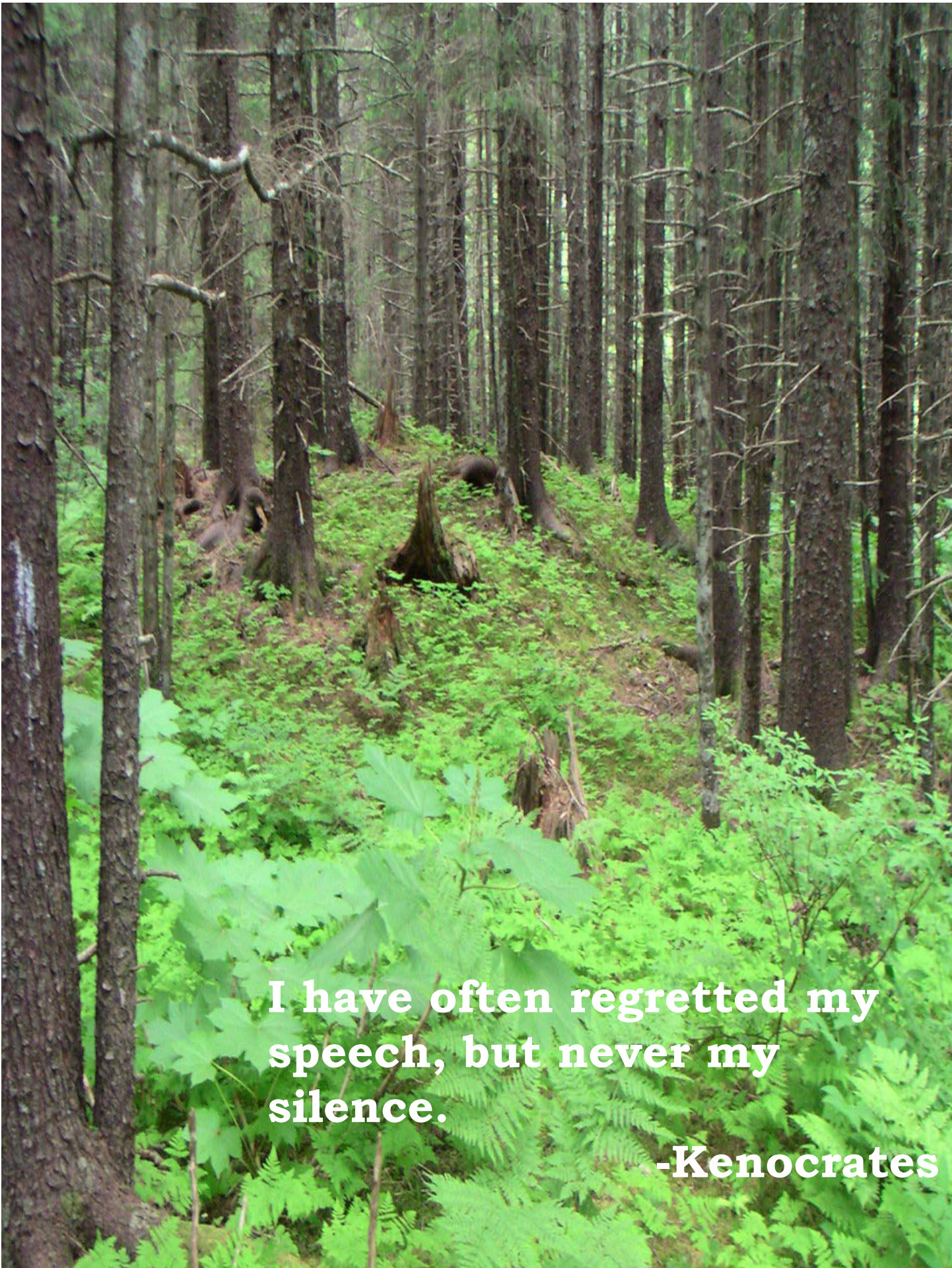


**A  
CHAMPION  
IS ONE  
WHO GETS  
UP WHEN  
HE CAN'T**

**JACK  
DEMPSEY**



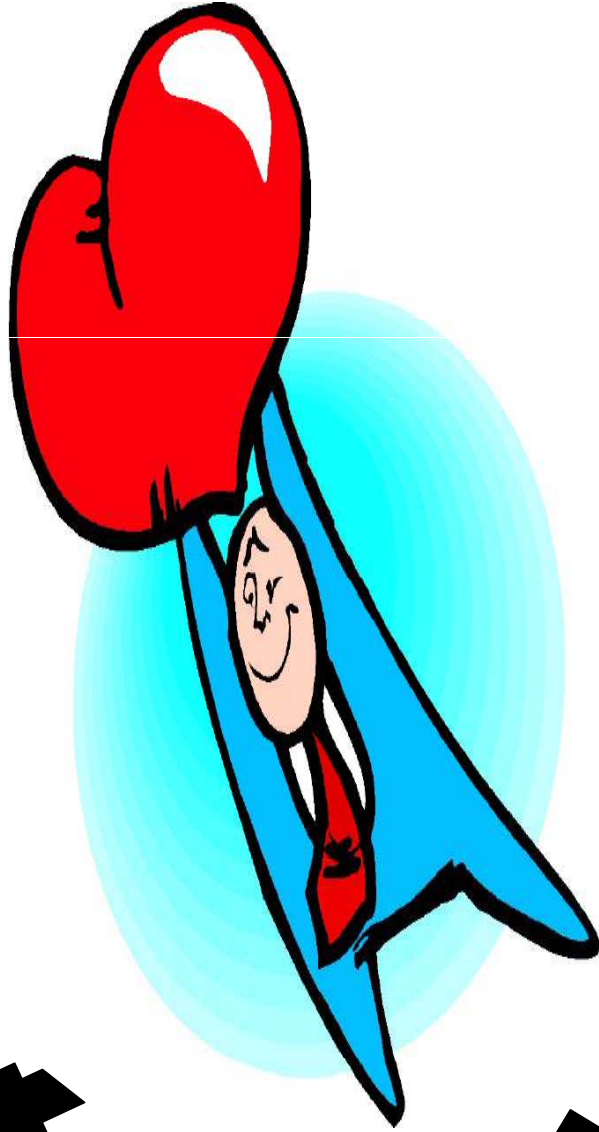
***Remember, strangling  
isn't an option.  
People are difficult  
because of insecurity  
or fear.***



**I have often regretted my  
speech, but never my  
silence.**

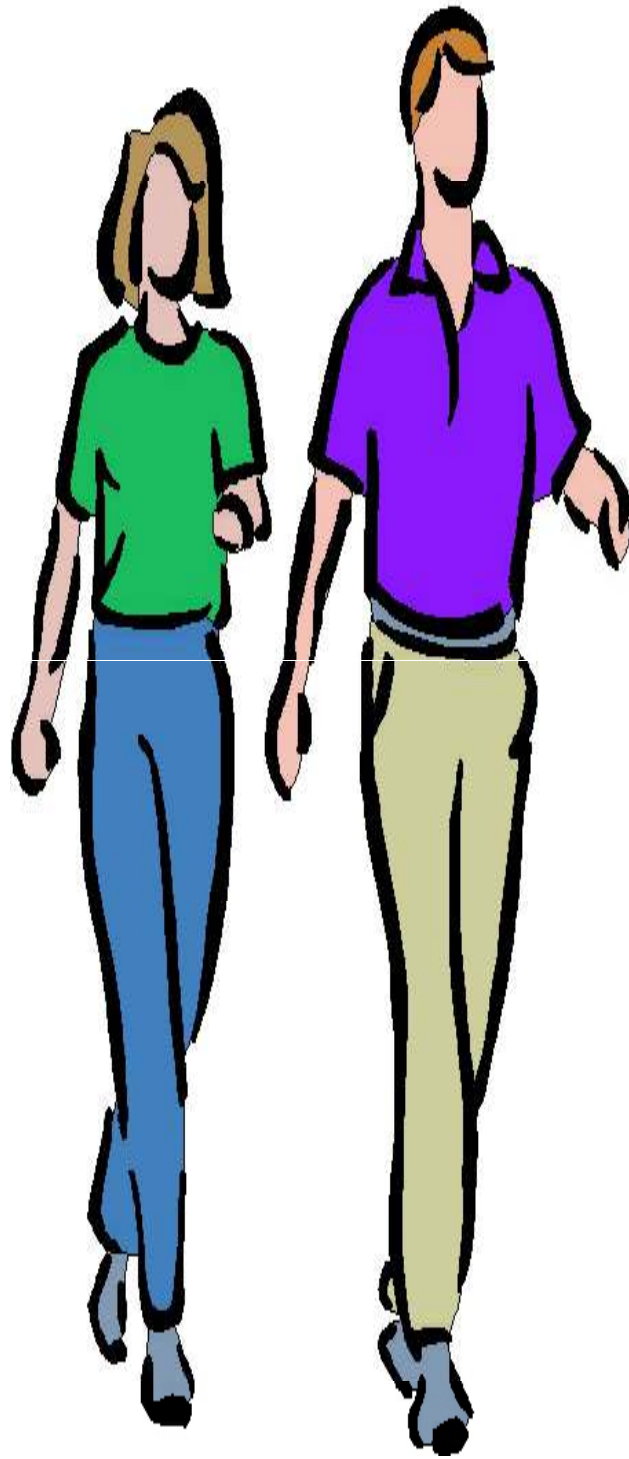
**-Kenocrates**

**Take your heart**



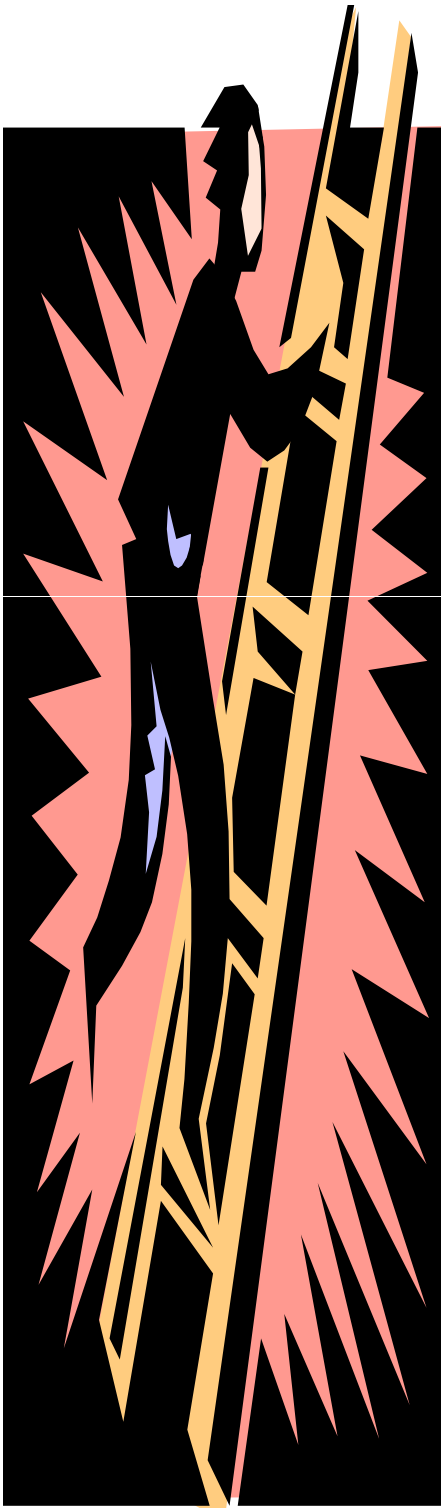
**to work**



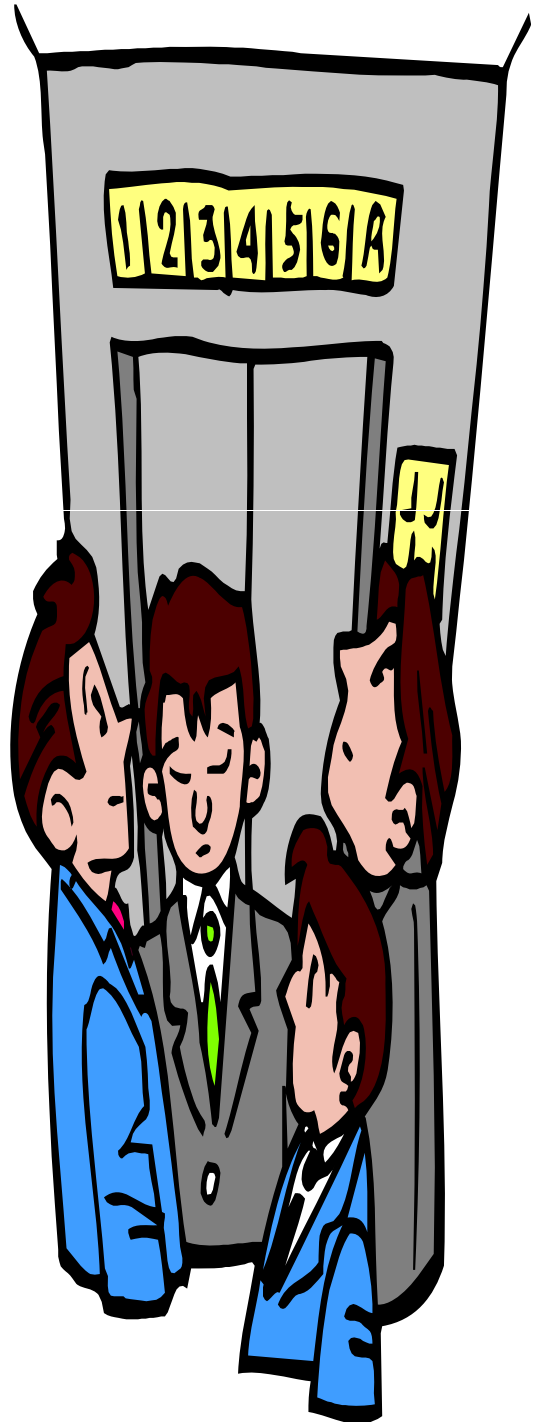


**Walking is the best possible exercise. Habituate yourself to walk very far.**

**-Thomas Jefferson**



For every person who climbs the ladder of success, there are a dozen waiting for the elevator.





**Walk**

**the**

**talk**

**When facilities are proper,**



**they go unnoticed.**

**-Marion E. Haynes**

**THE SCHOOL IMAGE WALK-THROUGH**

Area Observed	Assessment	Improvements
CURB APPEAL		
School Name		
Address		
Landscaping		
Litter		
Marquee		
NAVIGATING		
Campus Map		
Building Signs		
Classroom Numbers		
Entrance/Exit Signs		
Procedures for Visiting		
WELCOME MAT		
Visitor Parking		
Main Entrance		
Reception Area		
Visitor Sign-In		
Chairs for Visitors		
General Office Appearance		
Clear Countertops		
FACES AND VOICES		
Nameplates on Desks		
Designated Receptionist		
Prompt and Friendly Greeting		
Multilingual Staff or Translators		

Answering Machine with Current Information		
GETTING TO KNOW US		
Vision Statement		
Trophy Case and Awards		
Historic Photos		
Current Projects		
Student Work Displayed		
PRIDE OF PLACE		
Bulletin Boards and Walls		
Hallways, Floors, and Stairwells		
Restrooms and Drinking Fountains		
Trash Containers		
PARENTS AS PARTNERS		
Parent Resource Table		
Community Bulletin Board		
School Calendar		
Volunteer Badges and Sign-In		
Volunteer Recognition Board		
MEETING SPACES		
Library		
Gymnasium		
Auditorium		
Cafeteria		
Multipurpose Room		
Theatre		
Playing Fields		

A photograph of a classroom scene. In the background, a teacher is seen from behind, writing on a chalkboard. The teacher is wearing a dark, patterned shirt and light-colored pants. The chalkboard is filled with mathematical equations and diagrams. In the foreground, a computer monitor is visible, displaying a blue screen with some text and a grid. The monitor is a CRT type, and a keyboard is partially visible in front of it. The overall lighting is warm and somewhat dim, typical of a classroom.

**Our goal:**

**A talented,  
dedicated, and  
well-prepared  
teacher in  
every  
classroom.**

# What Do Best Practices Look Like (for real)

1. Students learn best when they can connect discrete pieces of knowledge.

*Classroom instruction is dominated by questions and exploration, not lecture*

2. Students learn best when they are curious and engaged in problem solving.

*Classroom instruction emphasizes multiple problem solving strategies and testing of hypotheses*

3. Students learn best when the purpose of their learning and expectations are clear.

*Rubrics for scoring excellence for every product or performance students generate*

4. We achieve equity when we hold all students to the same high-quality expectations.

*Common set of school rubrics for the same traits in performance used consistently across teachers and subjects*

**FIGURE 5.4**  
**Defining Self-Directed Learning**

**MANUFACTURING AND PRE-ENGINEERING ACADEMY  
1998-99**

*Self-Directed Learning Is . . .*

*Initiating and Completing Tasks*

- Develops a plan including: a description of the task, strategies, time line, resources.
- Checks work against a set of criteria.
- Makes ongoing modifications based on checking the criteria.
- Raises questions for clarification.
- Generates resources beyond those provided.
- Creates innovative ways to respond to the task.
- Completes the task.
- Articulates the process used in initiating and completing the task.
- Goes beyond the assignment; does more than is required.

*Planning and Management*

- Attends class and arrives on time.
- Sets goals.
- Plans and follows through with goals, assignments, projects, etc.
- Uses a planning tool such as unit/project plans, weekly plans, daily plans.
- Indicates verbally or in writing the steps needed to complete a task/reach a goal.
- Brings appropriate materials to class.
- Meets deadlines.
- Requests make-up and/or enrichment work and completes it according to the established time line.
- Self-assesses and modifies work based on feedback.

*Self-Assessment*

- Takes pride in work.
- Recognizes strengths and weaknesses.
- Explains expectations and standards.
- Explains/verbalizes purpose of assessment.
- Uses a variety of assessment techniques (oral, critique, written, symbolic, etc.).
- Seeks feedback from peers and/or teachers, others.
- Within each technique uses a variety of tools (checklists, rubrics, other evaluation scales).
- Monitors and modifies progress according to plans, goals, feedback, etc.
- Communicates and discusses progress with others.
- Explains how end product demonstrates learning.
- Explains strengths and weaknesses of processes used in creating the finished product.

*Problem Solving/Decision Making*




- Recognizes and states problems.
- States varied perspectives on the problem.
- Investigates why it is a problem.
- Explores/generates multiple solutions/strategies.
- Uses various methods and resources to create possible solutions.
- Evaluates potential solutions.
- Identifies a viable solution and states the rationale.
- Seeks out assistance when alternatives have been exhausted.



**FIGURE 5.5**  
**What Persistence Looks Like**

# PERSISTENCE

Definition  
 the desire and/or motivation to solve a problem despite all odds.

- crumbled paper
- intense or frustrated expressions
- multi-media for resources
- unwillingness to stop
- "I'll get this if it kills me!"
- Ask a lot of questions - "Maybe so-so can help?"
- "Is this right? Am I on the right track?"
- "Can we go to the library?"
- sounds of silence

Slogan:  
**"Sticktoitiveness!!"**

Source: Teachers in Six District Educational Compact, Hudson, Ohio.

**FIGURE 5.6**  
**What Checking for Accuracy Looks Like**

## Checking for Accuracy


a) Reviewing for quality and correctness

b) }

- 1) Making changes + improvements
- 2) Asking questions
- 3) Discussing
- 4) Using resources
- 5) "Let's check this over"
- 6) "Did you proofread?"
- 7) "Did you take your time?"
- 8) "Slow down!"
- 9) "Are you proud of this?"
- 10) "Are we done yet?"

LOOKS like {

SOUNDS like {



Source: Teachers in Six District Educational Compact, Hudson, Ohio.



**When you are hit daily with a fire hose blast of information, find a way to sidestep the clutter.**

# Lessons about time

- 1) Time belongs to us
- 2) Free time can be created from squandered time
- 3) Spending time with others creates synergy
- 4) It is essential to reserve time for ourselves
- 5) Time is content-free
- 6) Time away from school results in a shift in perspective
- 7) Time is essential to achieve anything of importance



*Not a word*

*"All right, so there's been a mistake. Deal with it!"*