

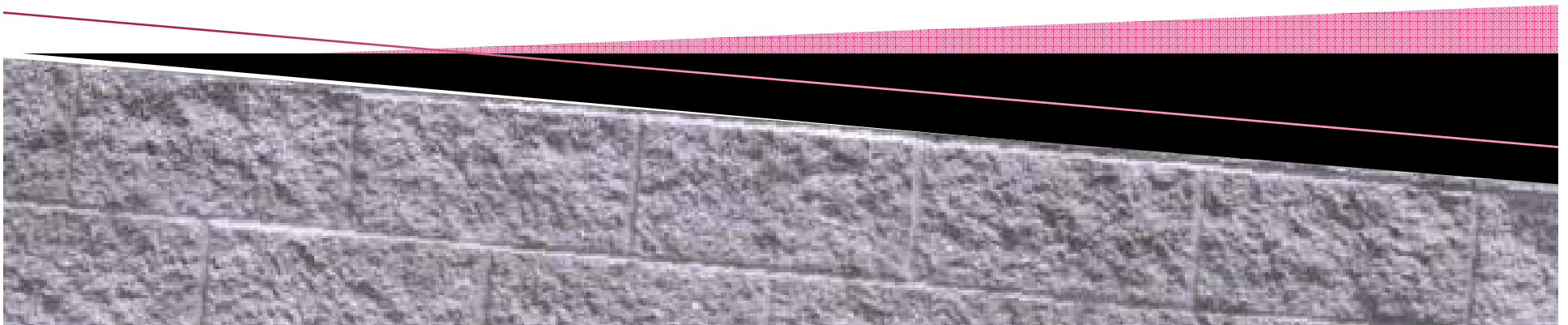


Administrator Meeting

August 6, 2008

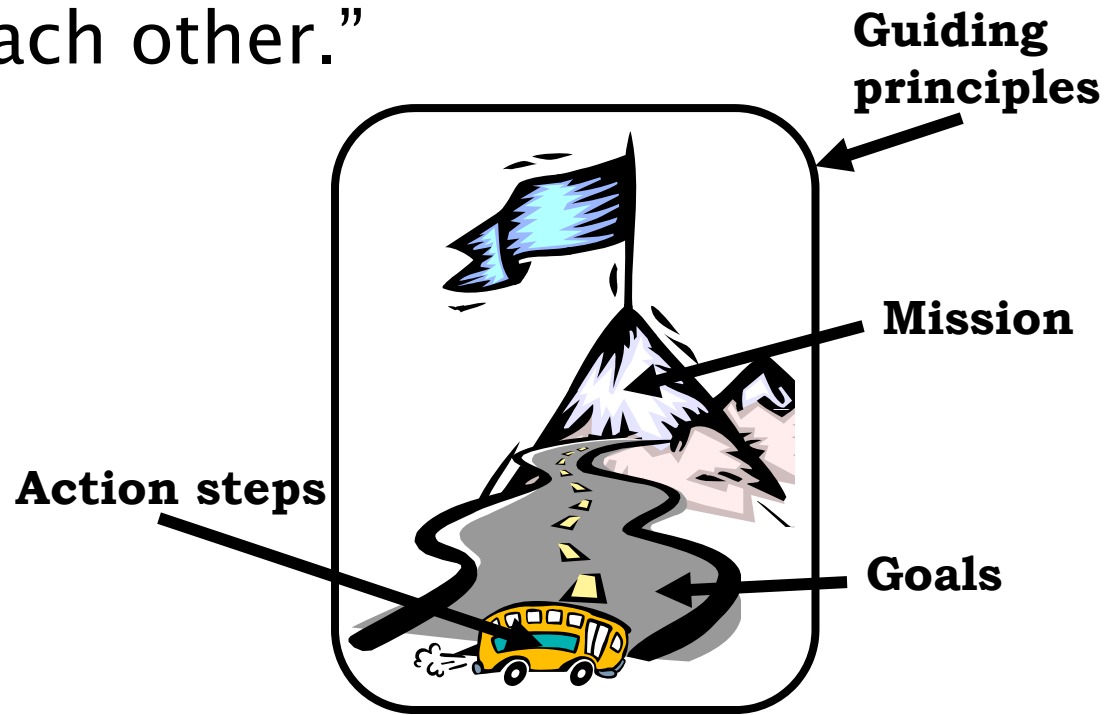
Building a Solid Foundation Through
Shared Leadership

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 21st Century global economy and society...

by focusing on

Effective Instruction AND Positive Culture

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

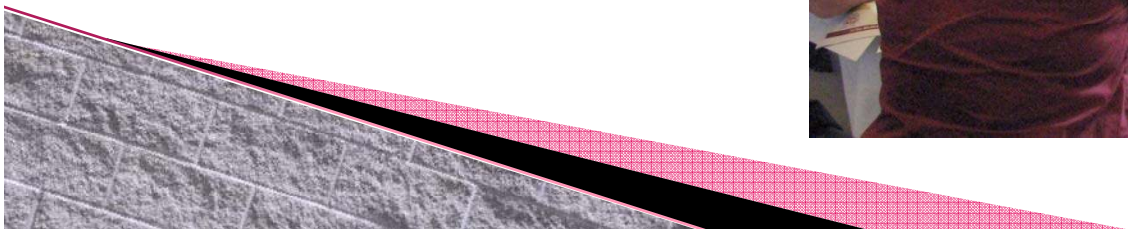
The mission of the Kenal Peninsula Borough School District, in partnership with its richly diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge, and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a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

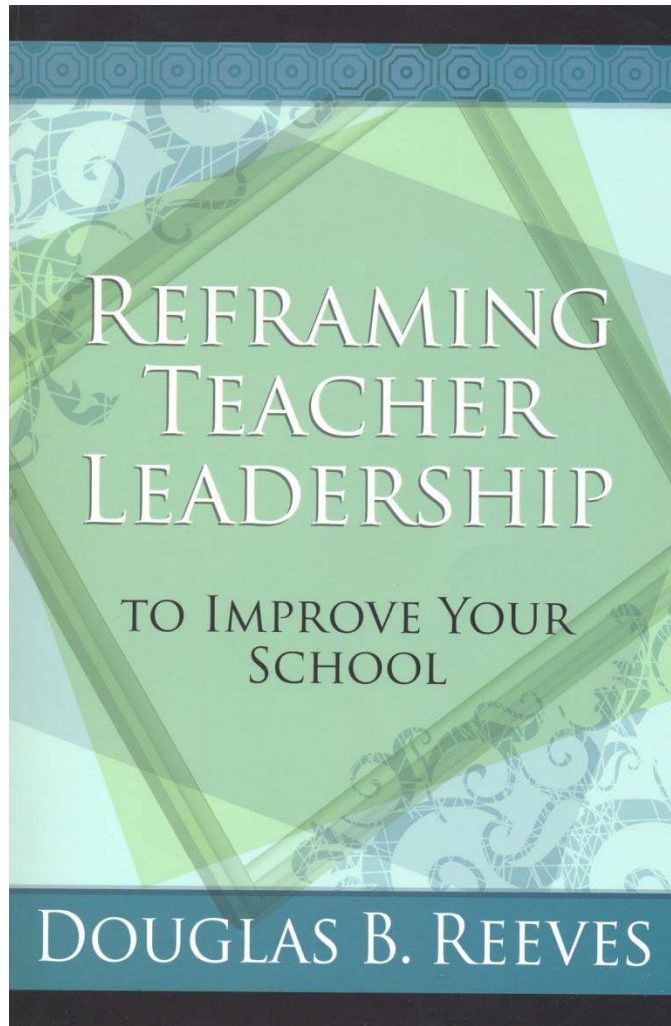
GOAL	FOCUS	ACTION AREAS
Instructional Effectiveness Prepare all students to thrive in a 21 st Century global economy and society	Rigorous and comprehensive curriculum Collaborative use of assessment	<ul style="list-style-type: none"> 21st Century skills Data analysis Proficiency or plan for improvement Formative assessment Response to Intervention Graduation rate Standards-based report cards Standards of evaluation Time for staff interpretation of data Professional development Systems to ensure all levels
	Accountability	<ul style="list-style-type: none"> Connecting Class size Similar offerings at similar schools Staff understanding of literacy and learning
	Class size and instructional strategies	<ul style="list-style-type: none"> Equal outcomes with parents Public service projects Career partnerships Talent development Cultural awareness Community learning tools
	Community involvement	<ul style="list-style-type: none"> Professional development plan Effective practices list Commodity/student ratio Staffing for instructional
Instructional Effectiveness Enhance the involvement and quality of parent and community participation	Staff capacity	<ul style="list-style-type: none"> Workshops for parents Understand parent responsibilities Transitions between schools Regular communication Increase rate of input Encourage an ambassador Use friendly family information Public engagement activities Solicit ideas from employees Site events Website as main communication Sharing between schools
	Involvement of families	<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies
Instructional Effectiveness Enhance the involvement and quality of parent and community participation	Communication	<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies
	Choices for students	<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies
Instructional Effectiveness Enhance the involvement and quality of parent and community participation	Determine future needs	<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies
	Technology	<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies
Instructional Effectiveness Enhance the involvement and quality of parent and community participation	Monetary resources	<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies
	Efficiency	<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies
Instructional Effectiveness Enhance the involvement and quality of parent and community participation	Attracting and retaining quality personnel	<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies
		<ul style="list-style-type: none"> 21st and accommodations for many Student-based systems within high schools Many of options available to all Flexible offerings, facilities use Long range construction plan Review building utilization Encouragement evaluation plan Equal integration and implementation Innovative technology response Adopt emerging technologies

June 9–11, 2008

Failure is Not An Option event at Soldotna High School

Steps developed at sites for engaging the entire community



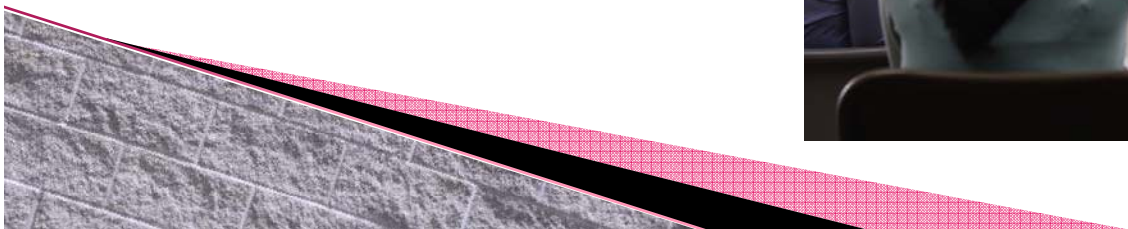


REFRAMING
TEACHER
LEADERSHIP

TO IMPROVE YOUR
SCHOOL

DOUGLAS B. REEVES

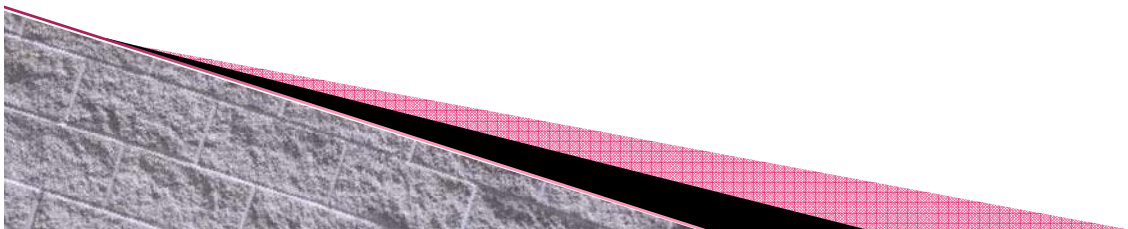
Page 6 – “Teachers not only exert significant influence on the performance of students, but they also influence the performance of other teachers and school leaders.”



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

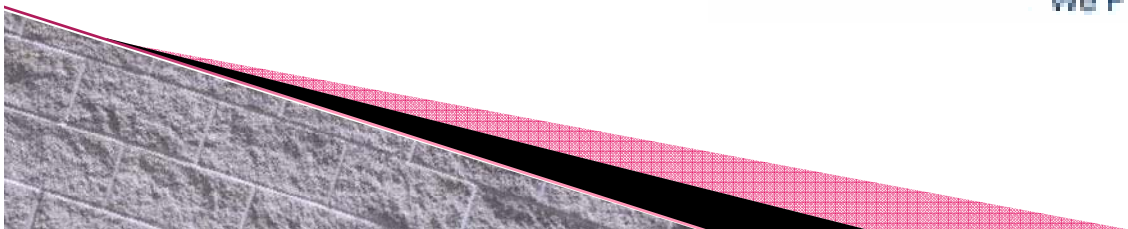
Schools where teams attributed student achievement to faculty variables – 64.8% proficiency rate

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

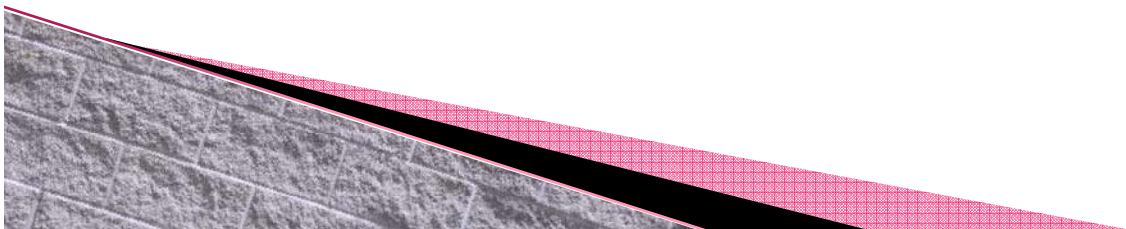
The relationship between poverty and student performance is ZERO



“Information is the underground currency of the underprivileged.”

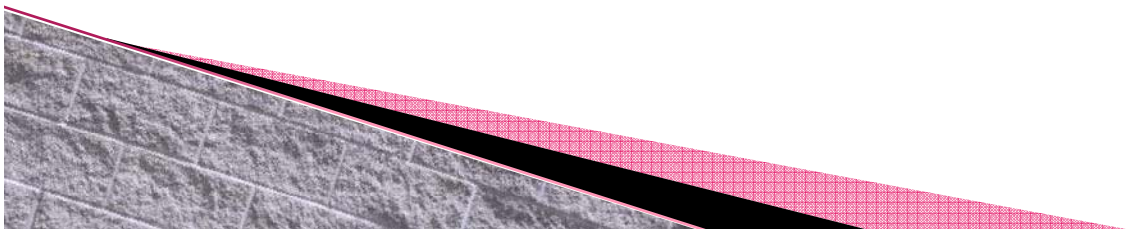
*John Dease
New York City Public Schools*

We must guarantee ACCESS for all.



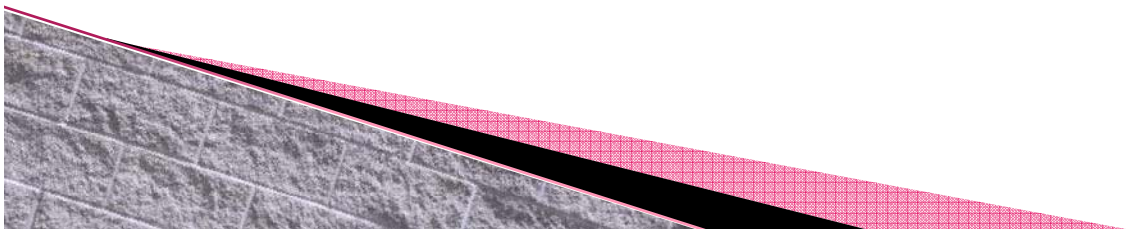
Excuses for not having effective instruction continue:

- ▶ 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)

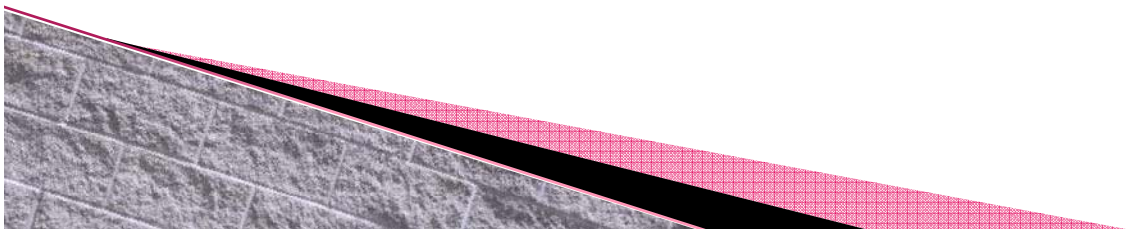


Compelling relationship between leadership and learning

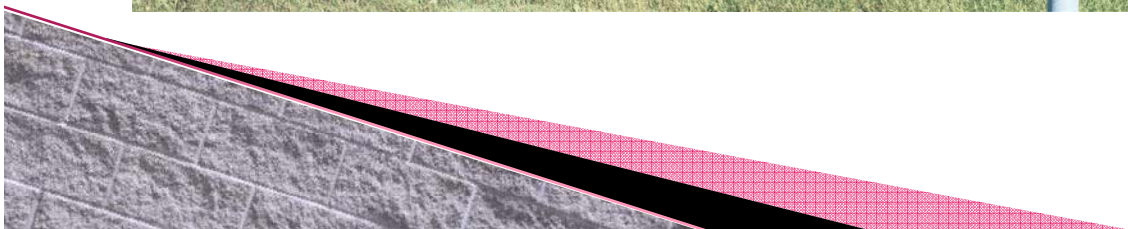
10% teachers implement writing and note taking as explicit teaching strategies in science class – 25% proficient

90% teachers implement same activity – 79% proficient

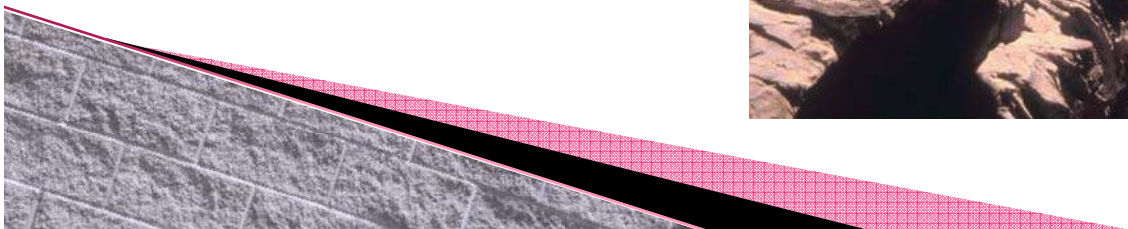
Difference was NOT professional development, rather leadership and implementation



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

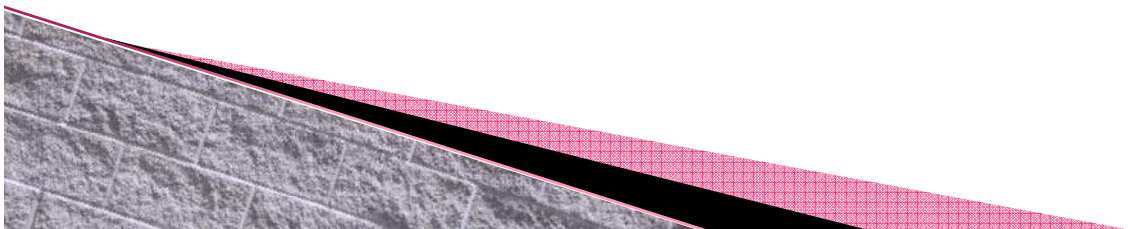


The gap between what we know about teaching, learning and leadership and what we're doing remains wide.



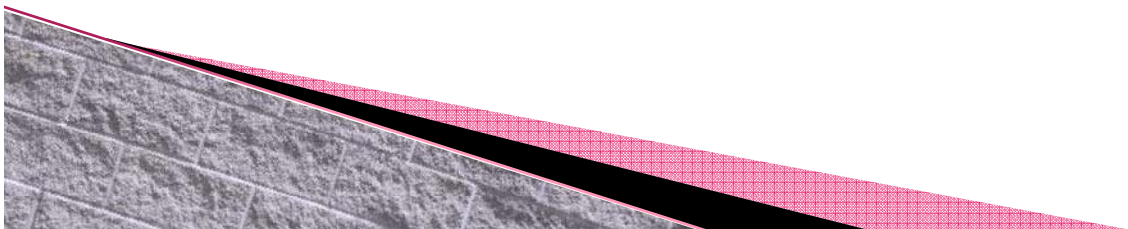
Pg 20 - The leadership development potential is great.

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

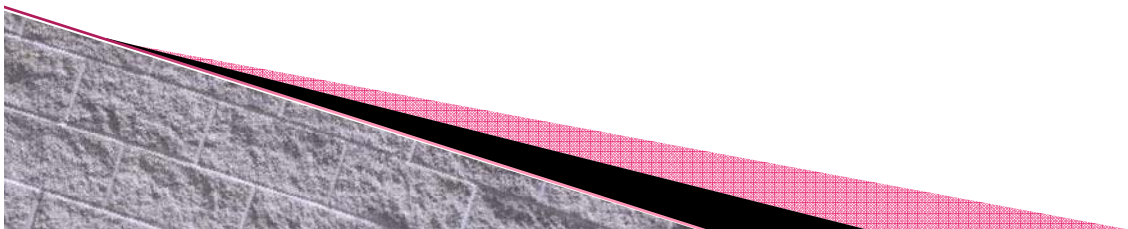


National policy support for teacher leadership

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

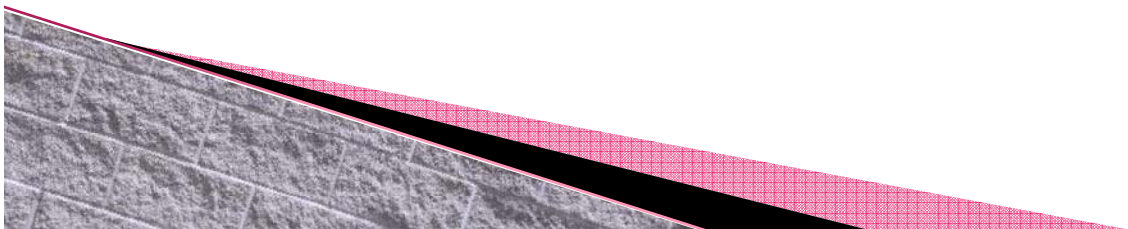
<http://ies.ed.gov/ncee/wwc>

<http://www.wikiteacherleadership.com>



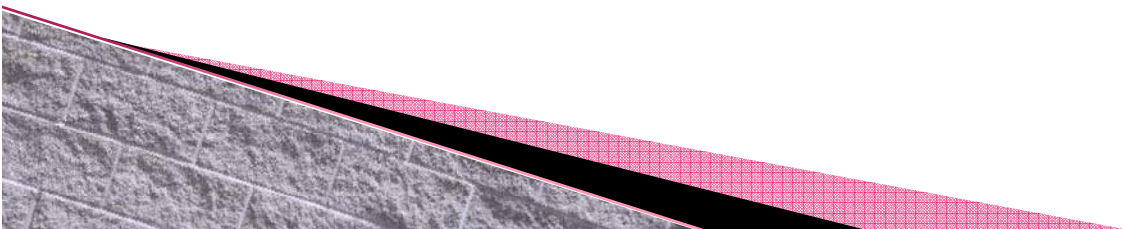
Practical ways to promote school networks

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

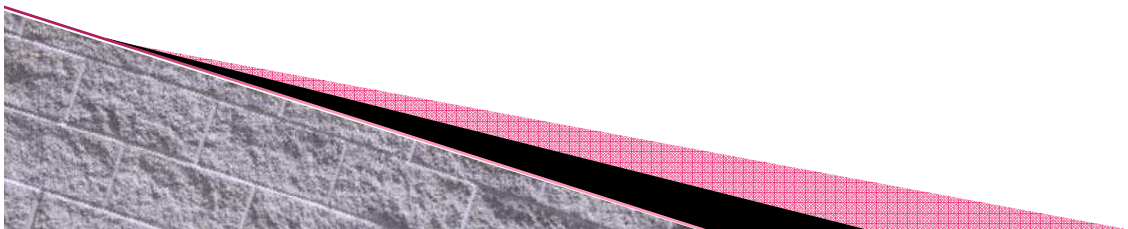


Bottom line is that new framework honors teachers for being effective.

- 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

