

FY12, Collaboration Leading to Effective Instruction

Presentation to District Administration
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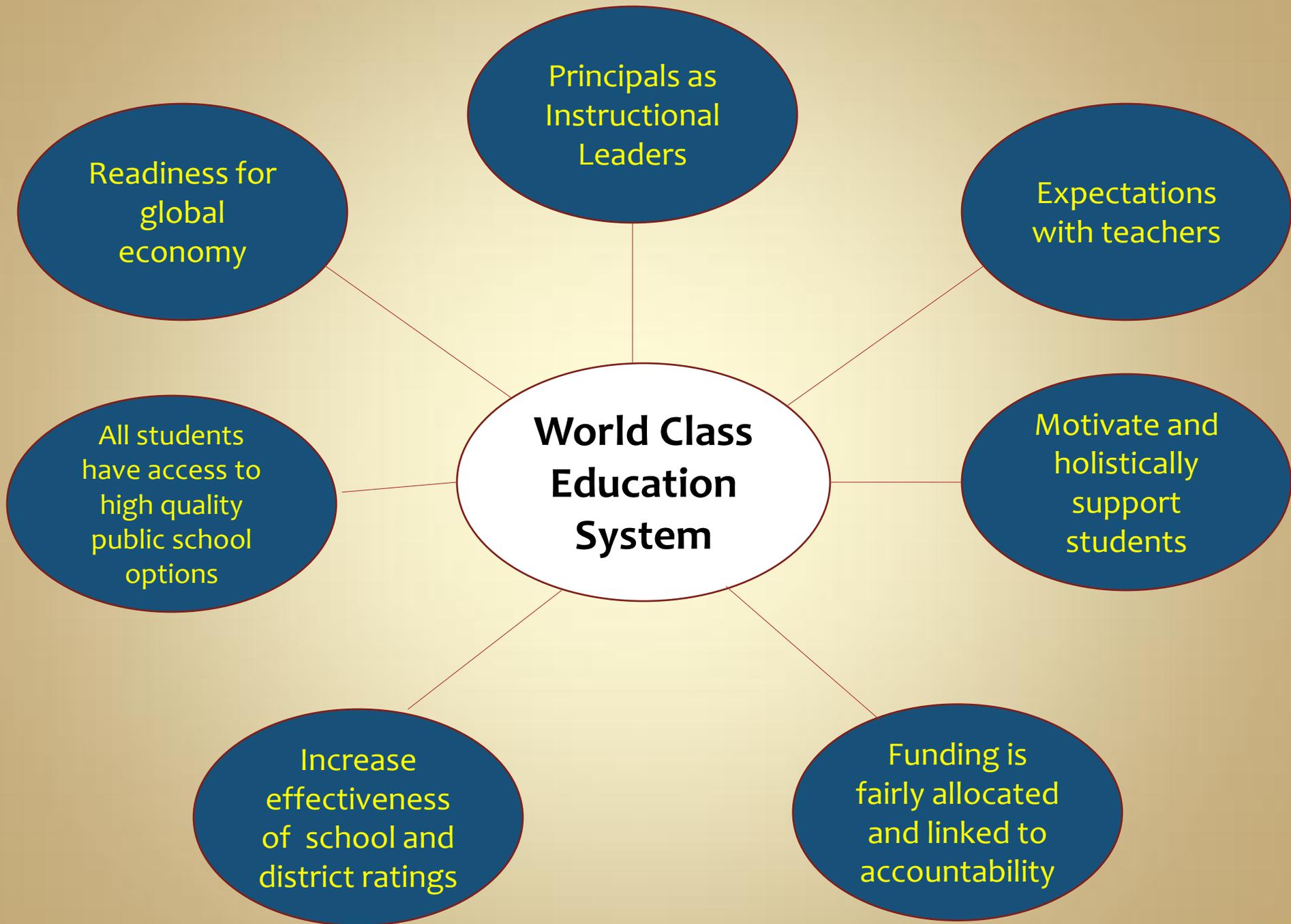


Four Items to Cover

- Looking ahead, where are we going?
- Looking back one year, are we better off?
- District News
- My Expectations of You

Where are we going?

- My stretch goal is for KPBSD to become a world class school district.
- My immediate goal is to continue to lay the foundation pieces to allow us to be considered as world class



Where are we going?

- Continue to systematically build a school district that ensures opportunity for success for all our students.
- Continue to define “the what students will learn” and the “how will you know they learned it.”
- Continue to work to ensure that our instruction is meeting the learning needs of all our students-we are more critical and supportive of teaching
- Continue to systematically develop our internal capacity to ensure that the district is not fragile due to personnel change

FY12 District Goals

- KPBSD, in partnership with our richly diverse communities, will increase student engagement by implementing **effective instructional practices with embedded, Next Generation Learning Skills** District-wide.
- KPBSD, in partnership with our richly diverse communities, will increase student achievement by being responsive to individual student needs through **structured collaborative practices** District-wide.

FY12 Board Goals

- By December 2011, the KPBSD School Board will review and then revise Board Policy 0210(a)
- The KPBSD School Board will work with the district administration to implement recommendations of the curriculum management audit
- The KPBSD Board will continue to work with the KPB Assembly to develop a long-term funding process to guide the local contribution to the school district.
- The KPBSD Board will support and participate in the District Communication Strategic Plan

One Year Later Are We Better Off?

- Average scale scores on SBAs increased
- Special Education Students' SBA scores continue to improve
- Comparison with rest of state shows about 10% more of KPBSD students as proficient or advanced in reading and writing and about 14% in math
- Teacher evaluation system in place to better ensure quality instruction
- New Principal evaluation system will better support your improvement efforts

One Year Later Are We Better Off?

- Better school climate- discipline data and climate surveys shows improvement from FY10 to FY11
- Graduation Rate about the same
- Drop out rate is slightly better than last year

Opportunities for Improvement

- Drop out rate is not improving at a fast enough rate
Note: this is not a high school problem
- Effective integration of technology into instruction is still in the early stages- take advantage of training and tech specialists
(a COW used as a lab does little to increase learning)

District News

- AYP status is public at the end of next week
- Review and possible revision of Board Policy 0210(a) grad requirements is one of our school board's goals- you are point on this with your site council and other stakeholders
- District's Five-year plan ends this year
- Vocational Money
- i-safe
- Aspiring Principals Cohort (Robyn Rehmann)

District News

- Career development –process for sharing with peers
- Jobs Bill window will close next year-opportunity is now
- State Principals Conference or ASTE

Expectations for 2011-12

- 1. Effective Instruction Evaluation System.
(instructional leadership)**
- 2. Building a culture of collaboration**
- 3. Effective Leadership.**
- 4. Building relations with your stakeholders.**
- 5. Embracing the vocation**

1. Effective Instruction Evaluation System.

- You must be comfortable having the focused conversations with your teachers on quality instruction
- Evidence vs. opinion
- Ability to support your teachers who are struggling
- Critical that we are consistent with use of the system

Thoughts on Quality Instruction

- Well designed classroom assessments and grading practices can provide the kind of specific, personalized and timely information needed to guide learning and teaching (McTighe, 2005)
- Summative assessments count, but do they maximize learning? What if the summative assessment is given at the beginning of the unit?
- Diagnostic and formative assessments provide fuel for teaching and learning
- Is homework formative?
- Do students see examples of quality, know what the target looks like? (this is more than a rubric)

Student Motivation (Marzano)

- Task Clarity
- Relevance
- Potential for success

2. Building a Collaborative Staff

- Utilize time in an efficient way through established protocols/structure
- Work to have product/results from your agenda items

3. Effective Leadership

- You're at the helm when the water is rough
- Share your leadership but do not blur the boundaries of your position
- Continually look to each other and district office for ideas and examples for how to do something
- Avoid pitting the district office against your school

4. Building Relations With Your Stakeholders

- By definition you are in the midst of a political setting, don't lose sight of this
- Spend time on this but do not let it consume you
- Celebrate your achievements- when you can, cast a bright light on your student successes
- Don't be shy about saying no when you need to

5. Vocation, Not a Job

- Question of moral purpose
- Being a principal does not have the conventional boundaries of a job
- Can't get in the lifeboat first

Make the most of your year

- Doing a few things well is better than doing lots of things poorly-be strategic, not reactionary
- Our litmus test: “is it good for kids?”
- Your staff and students need you at your best
- Working hard vs. burning out- be sensitive to your needs
- New doctor in the house

References

- McTighe, J., & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.
- Marzano, R. (1992). *A different kind of classroom: Teaching dimensions of learning*. Alexandria, VA: ACSD.