

## **Class Notes EDU 5743 Educational Planning**

### **Life-Long Learner**

- respects established knowledge and tradition
- synthesizes new information with one's experiences
- sets priorities and goals and monitors their progress

demonstrates a commitment to continuous improvement

### **Effective Communicator**

- reads, writes, listens and speaks for various audiences and purposes
- uses a variety of media
- receives and conveys messages with ease

### **Involved Citizen**

- responds to the needs of others
- uses cooperative skills and values
- progresses from a community to a global sense of responsibility to humanity and environment

### **Problem Solver/Complex Thinker**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

### **Wholesome Individual**

- understands personal life management
- develops and maintains desirable health practices
- possesses a sense of self-worth
- attains physical and emotional stamina

## **Quality Producer**

- uses appropriate skills/resources/technology
- creates products that reflect high standards
- identifies and frames tasks
- derives satisfaction from and pride in their accomplishments

## **Ethical Thinker**

- demonstrates mutual and self-respect
- has ability to determine why one way of pursuing goals is better than another
- develops good habits and intellectual virtues to make good choices with ease
- recognizes that all human beings have the same rights because they ought to fulfill their needs and achieve happiness

Educational Planning June 4, 2005

Texts: *Breaking Ranks II* and *Good To Great*

People have been complacent. If you have a place that's good, it's hard to say I'm going to get better. "The enemy of great is good."

You have to have a strong program ALL THE WAY THROUGH! We haven't done this in high schools. We haven't offered different ways of helping the kids. For example: alternative high schools. Central office can't make great schools. The principals do! The central office must offer support, but you need the school at that location to make the magic take place. The people that arrive at the school each morning is where/why it takes place. Our job has always got to be: How can we make schools better?

What kind of big broad issues are important? What's got to get better?

Leading in Unnerving Times: article...Asking people: what would make a difference?  
15 minutes a month with the leader.

In your demographics piece: look at vision and mission. Look at a bigger picture. Connections to life. A healthy family life is one of the high issues. What are the guideposts? Safety, Order and fundamental instruction. Enhancing classroom instruction. Never thinking you couldn't get better. Continue to enhance technology. Encourage parents: parent academy. Combine with larger school districts to get parents to come! Ensure the fiscal integrity of the school district.

PLAN: (Assignment) Create CDEP (comprehensive district education planning):

1. Setting Direction
2. Plan: How is the organization going to get smarter? Community! How will you meet their needs?
3. Personal Qualities: courage, perseverance, taking responsibility

**National Leadership Standards:**

**Vision**

**Culture**

**Management**

**Collaboration**

**Ethics**

**Social/Political System**

**Internship**

McRel Report(2003) Effective building principals are worth 19 points toward student achievement in the school.

Michael Fullen ( See Leadership Text): Leadership Diagram

9 Knowledge and Skills Report: NYS Standards

Implications for Planning? Responsibility, Perseverance, Courage

What might you run amuck with? Remember that groups should not be told what to do. Members must participate in the change process. How do you think we should approach it? Be sure that there are benchmarks along the way. Celebrate the wins along the way. Give credit for gradual growth spurts. The Fly Wheel.

Expectations of Leaders, R. Heifetz: *Leadership Without Easy Answers*

1. Direction
2. Protection
3. Orientation to Role and Place
4. Control Conflict
5. Maintenance of Norms

First Vs. Second Order Change

First Order

Extension of the Past

Consistent with Norms

Existing Knowledge and Skills

Second Order

Break with the past

Conflicted with norms

New knowledge and skills

Elmore: Loose Coupling—The Disconnects

Preparation vs. The Work

Isolation vs. Distributed Leadership

Volunteerism vs. Sustained Professional Development

## State Ed Mission Statement

### School District Improvement:

- \*Accountability Cohort
- \*AYP
- \*AMO
- \*Continuously Enrolled Students
- \*Graduation Rate Cohort
- \*Performance Index

## Leadership: Balancing Continuity and Change

June 5, 2005 Educational Planning

### Critical Factors

What is the data telling you?

What data are you choosing to determine the gaps that you need to focus on?

### Critical Success Factor article

Expectations...not accepting status quo. That is what leadership is about.

Strategies and Systems: Prof. Development: Is there really a system in place to work at the goals...accomplish things. Policy may be required to make this happen.

Data is a critical piece. What data will you use to determine the gaps? CDEP: Comprehensive District Educational Planning. Are kids taking advantage of all the rigorous courses offered? You don't just look at the annual data...look at quarterly assessments, attendance rate, discipline data. How do we check in? What kind of data are you creating?

Good to Great: High performing districts have to have conversations and look at what indicators will get them above basic competency.

Disaggregating the data: Who is consistency having difficulty? Where is achievement low? If you want to improve the achievement, what are the reasons they are struggling? Where are the barriers? Where are the holes?

Local benchmarks are keys to getting kids to being great.

When looking at disaggregating data, what ways might you disaggregate data? Walk into classrooms. Gender is one way. Ethnicity is one way. Follow the data. Find the gaps. What can it be telling you. Engage in a positive way to make a difference. Make decisions. Have conversations. Action should take place. Personal. Direct. Kid's schedules are key. Trace it down to specific kids. Scalpel.

Results Based management: RBMP System. The focus is on student performance.

Based on enrollment. Accountability Cohort.

AYP: Adequate Yearly Progress. Goal of proficiency for all students.

REVIEW GLOSSARY of state/federal terms

Federal goal: 2013 AMO: All kids will be in the 3's and 4's by 2013.

You need 95 percent to show up for the test or you are automatically not meeting the requirement.

**Safe Harbor** is a break. Helps you get near your goal. If you haven't been successful in the past, state gives you a break to get kids up to speed. **Performance targets are customized to the school performance goals.** S means the sample size is too small.

June 10, 2005 Educational Planning Notes:

**School and District Improvement:**

- Accountability Cohort
- AYP
- AMO
- Continuously enrolled students
- Graduation Rate Cohort (55)
- Performance Index
- Progress Target
- Safe Harbor: Fall back position to meet if you don't meet your performance index

Participation Rate

State looks at, for example, at the middle level: math, reading, science and participation

Home bound instruction students are also required to take the regents. You need to hit the 95% rate of kids taking the test! Unless you have a group of 40, you are not required to gather the data.

Really think about how to figure out who the kids are that are having problems.

FOR EXAMPLE: What kind of material does a principal of a school have to look at to see what's really happening:

	<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
Literacy:	running records (weekly) Assessments Samples of student work Test prep materials	school level administrators quarterly assessments lead teachers DRA's Item Analysis	

You've got the data, but what's going to happen with it? You've got to be on top of this! For example, target 2's that you think you could get up to 3's.

Look at data to inform instruction. If we don't have the data to analyze, what do we do? We have to look at what data will be useful, and what do we do with the stuff? With your plan, make sure your data gives you the information you need.

Looking at patterns, looking at trends.

The support is directly attached to what's really happening.

NYS Standards Knowledge and skills:

1. Setting a Direction
2. Increasing organizational Knowledge
3. Personal Qualities ( courage, perseverance and responsibility)

Leadership is a team, not one person. Leadership makes the conversation take place. Ask more questions than give direction. Central office can't make a school good, principals and teachers make a school good. Central office needs to work to make it easier for principals.

Leadership effectiveness: 2 basic concepts: Achievement and Collaboration

Systems: Results Based Management

Planning System: Planning is a management strategy

**Producing changes is about 80 % percent leadership: John Kotter  
Establishing direction, aligning, motivation, and inspiring people....and about 20%  
management.**

Management: Planning and budgeting, organizing and staffing, controlling and problem solving: V. Leadership: establishing direction, aligning people, motivating and inspiring

The Ideas, that's what the leadership is!

Management produces a degree of predictability and order and has the potential to consistently produce the short terms results expected by various stake holders.

Leadership produces change, often to a dramatic degree, and has the potential to produce extremely powerful change.

Learning Organizations: We learn by listening and talking to people with different points of view.

Listening to each other allows us to grow.

Leveraging disagreement: We learn by listening and talking to people with different points of view.

Orchestrating conflict: We need to see conflict as a good thing.

Routine time for conversations is key!

Conflict Regulation: We need to regulate the level of disequilibrium, so that the tension, conflict, and distress does not overwhelm people's learning capacity.

Most organizations err on the side of suppressing conflict....the effect....

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What's happened between the decision and the actual action?

Book: Tipping Point

Keep balance in mind. You can't be doing a million things at once. Values and beliefs hold it all together.

***FIRST THINGS FIRST*** by Stephen Covey

Identify your personal roles in life. Once a week identify your goals in relation to your roles.

7 Habits: Highly Effective People:

1. Be Proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand—then to be understood
6. Synergize
7. Sharpen the saw

Urgent v. Not Urgent...things in the not urgent category are key. Don't fall into crisis mode. What is the mission? Where are we headed?

6 Steps: Planning for Success:

First Things First:

Connect to the Mission

Review Roles

Identify Goals

Organize Weekly

Exercise Integrity in the "Moment of Choice"

Evaluate

Preparation, Prevention, Values clarification, planning, relationship building, true recreation, empowerment

Learning Organizations: We learn b listening and talking to people with different points of view.

**CDEP Step 3, Root Cause Analysis:**

Analysis for gaps and successes

**Step 4: Develop Implementation Plan. This is the most important Step.**

How much growth over a 3 year period. Tasks and activities.

Have a timeline and get back to it.

Assign responsibility. Who is going to be responsible?

Preconditions to reform:

School Board-Focus on Policy decisions

Key Strategies for Success: Focus (student achievement), Accountability systems, iden. Lowest performing schools, district-wide curricula, data driven decision making, C.O.'s role guide, support, improve instruction at the building level.

Attention to literacy at middle and high school levels, Diagnose teacher and student weaknesses.

Steps in Basic Decision Making: Know the problem, alternative solutions (develop, assess, select), implement, evaluate (process and results).

Natural Helpers Program: creates a climate of caring

[Help4kids@freespirit.com](mailto:Help4kids@freespirit.com) Book: *What Kids Need to Succeed*

Can the school help with internal and external assets....These are important to include in a plan to help make the school a better place.