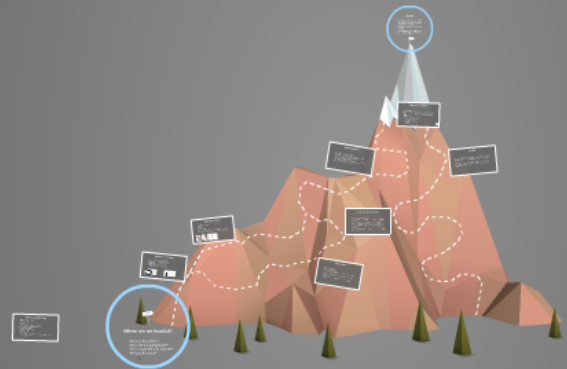
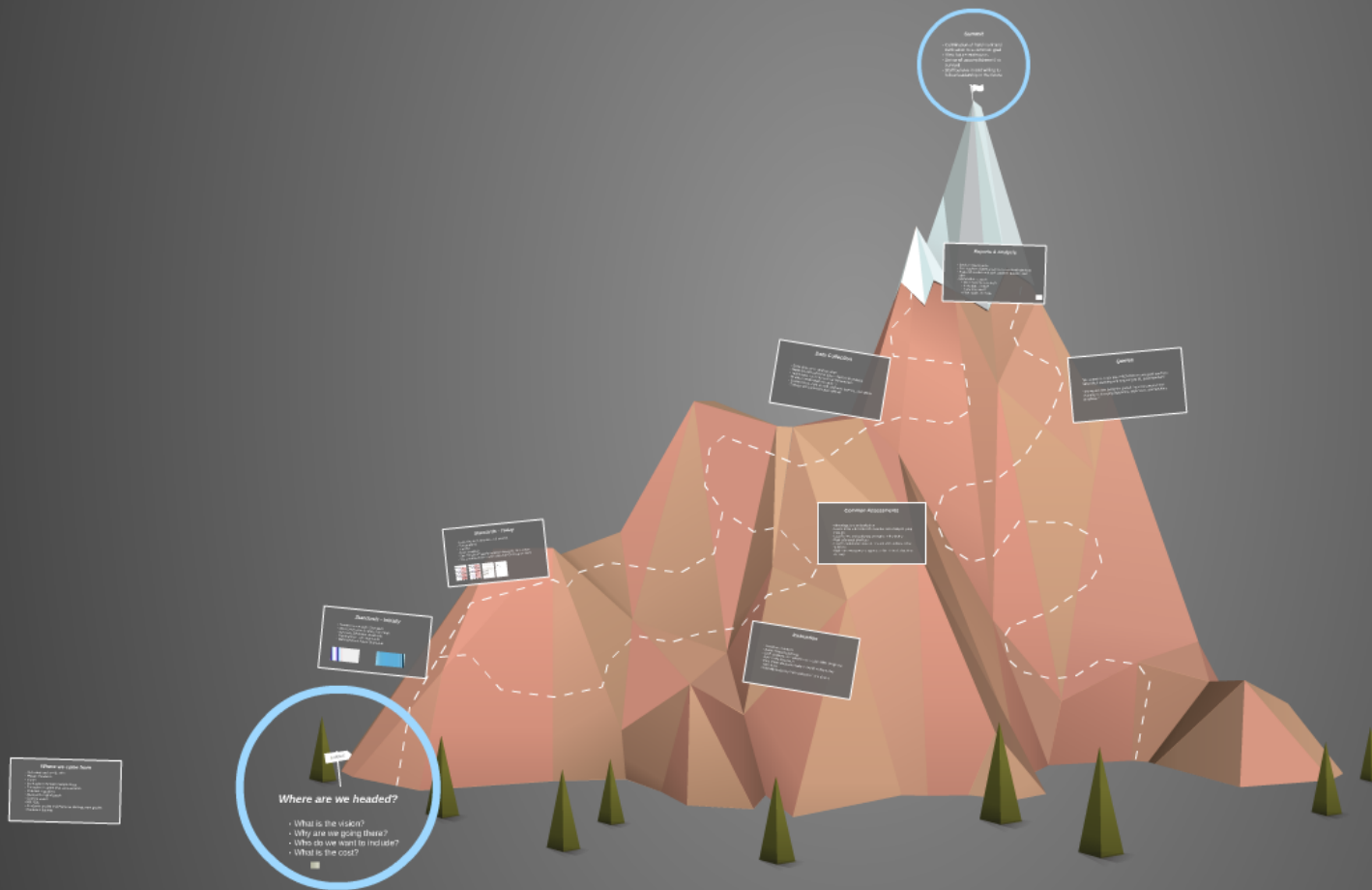


Navigating and Overcoming Constant Change in Education



Navigating and Overcoming Constant Change in Education



Where we came from

- Inch deep and a mile wide
- Power Standards
- CCSS
- Curriculum rewritten multiple times
- Formative & summative assessments
- Proficiency grading
- Standards in gradebook
- Grading scales
- HB 2220
- Academic grades and Personal Management grades
- Danielson training



SUMMIT

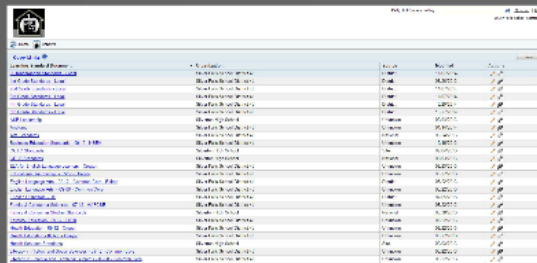
Where are we headed?

- What is the vision?
- Why are we going there?
- Who do we want to include?
- What is the cost?

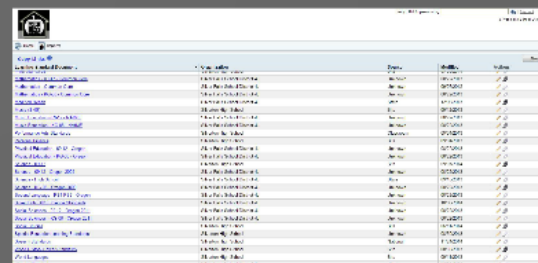


Standards - Initially

- Common Core State Standards
- Next Generation Science Standards
- Business Education Standards
- National Core Arts Standards
- District/School Power Standards



Name	Date	Status
Common Core State Standards	2010	✓
Next Generation Science Standards	2013	✓
Business Education Standards	2010	✓
National Core Arts Standards	2014	✓
District/School Power Standards	2010	✓



Name	Date	Status
Common Core State Standards	2010	✓
Next Generation Science Standards	2013	✓
Business Education Standards	2010	✓
National Core Arts Standards	2014	✓
District/School Power Standards	2010	✓

Standards - Today

- Logical to staff, students, and parents
- Personalized
- Familiar
- Easy to explain
- Still Contain all legally required standards, but usable
- Will continue to be usable long after CCSS goes away

This screenshot shows a standards document with a grid layout. The columns are labeled 'LEVEL', 'STANDARD', and 'COURSE'. The rows are organized by subject area, with 'Math' at the top. The grid contains various standard codes and descriptions.

This screenshot shows another standards document with a grid layout, similar to the first one. It also has columns for 'LEVEL', 'STANDARD', and 'COURSE', and is organized by subject area.

This screenshot shows a standards document with a grid layout, continuing the sequence. It features the same column headers and subject-based organization.

This screenshot shows the final standards document in the sequence, maintaining the grid format and subject-based organization.

Instruction

- Based on standards
- Ease of lesson planning
- Staff, students, and parents can explain WHY things are done in the classroom
- Data driven decisions made on the fly in day to day operations
- Naturally leads into "standardization" of a district

Common Assessments

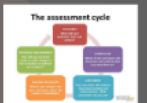
- Advantage to standardization
- Needs to be a benefit to the teacher, not a hoop to jump through
- Used to find and celebrate strengths in the district
- Replicate good practices
- Used to determine areas of concern and problem solve solutions
- Right and wrong way to approach this - It is all about the delivery

Data Collection

- Enter data once, analyze often
- Need to build culture of data collection & analysis
- Technology needs to work for the teachers
- Number nerds need not apply :)
- Communicate data to staff, students, parents, and admin
- Transparent communication with all

Reports & Analysis

- Decision making data
- Give teachers data they can use to work with students
- Share information with staff, students, parents, and admin
- Model what we teach
 - What does the data say?
 - Is the data correct?
 - Is the data valid?
 - Plan, teach, evaluate,



Summit

- Culmination of hard work and dedication to a common goal
- View future endeavors
- Sense of accomplishment vs survival
- Staff believe in and willing to follow leadership in the future



Quotes

"We spend so much time PROVING we are good teachers rather than planning and preparing to BE good teachers"

"Are we content being the pinball, bouncing around and reacting to changing legislation, state tests, and teaching practices?"