

# Administrator Meeting

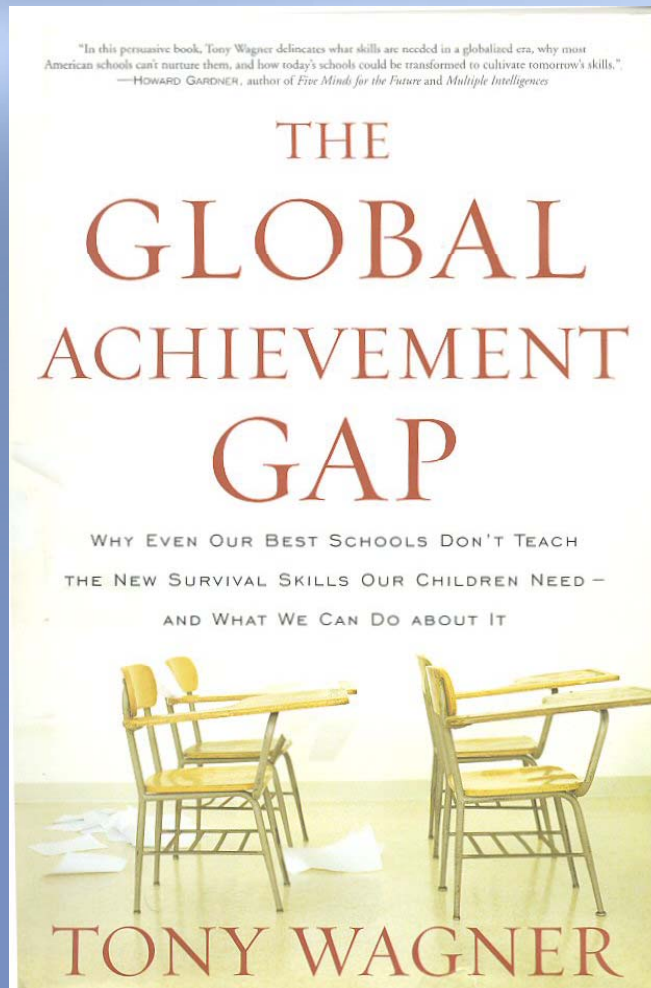
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# The Global Achievement Gap



# Paradox



Schools, particularly high schools, do not see any urgency for change.

Business leaders seem determined to find something, anything to shake things up – whatever it takes to get better results.



## Why change?

Schools are not failing; rather, they are obsolete.

- In today's competitive global "knowledge economy," all students need **NEW SKILLS** for college, careers, and citizenship.
- Mastery of the basic skills is no longer enough
- Our schools were never designed to teach **ALL** students how to **THINK**.

# Conceive the purpose and experience of schooling differently

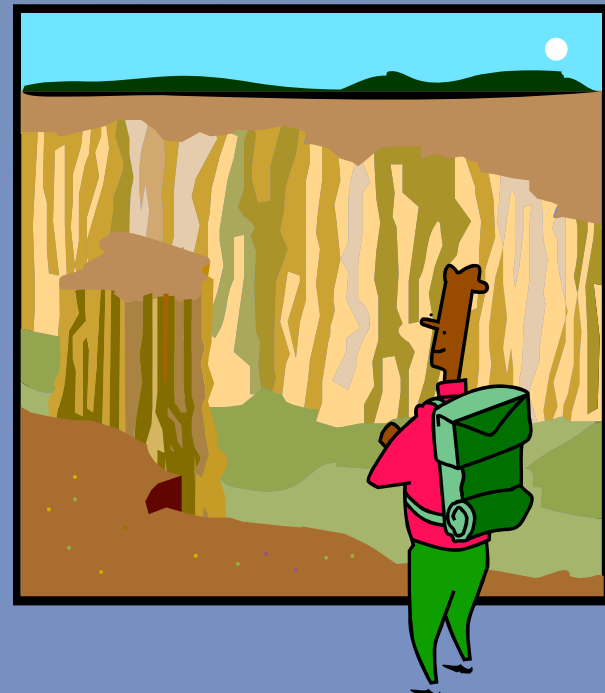


- What does it mean to be an educated adult in the 21<sup>st</sup> Century?
- Consider the transformations
  - Knowledge economy
  - Information flux and glut
  - Impact of media and technology
- Because of this
  - Children are different
  - The world is different
  - The workplace expectations are different

# Two gaps



1. Quality of schooling for middle-class versus minority or poor
2. What even best students receive versus what they will need to succeed.







## Employers want:

- someone who asks good questions,
- who can engage in good discussion,
- and can work as part of a team.

Less about technical skills and knowledge and more about learning how to think and observe



The needs of the workplace mirror being an independent thinker and a good citizen.





# Are our students “jury ready?”



- Distinguish fact from opinion
- Weigh evidence
- Listen with both head and heart
- Wrestle with the sometimes conflicting principles of justice and mercy
- Work to seek the truth with others



## Core set of survival skills

- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurship
- Effective written and oral communication
- Accessing and analyzing information
- Curiosity and imagination



## What kids say...

### ...they want from high school

- a teacher I can really talk to
- respect for their extraordinary capabilities
- classes where they participate, do real research and experiments

### ...they need for college

- more time on writing
- research skills
- time management
- learning to work with other students in study groups

# Teachers and administrators



- know strong teachers,
- know weak teachers, and
- aren't sure about what to do to improve instruction.



# How to get started with administrators



Collaborate (one morning per month at a school)

- Observe classes and discuss thoroughly
- Start by rating low, medium or high rigor and discuss views of classroom based on evidence
- Talk about what would make a difference for the teacher

# Walkthroughs reveal common purpose – a core curriculum



- 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> graders spent more than 90% of time in seats listening to teacher or working alone, 7% in groups
- More than 50% of 5<sup>th</sup> graders time on math/reading, 25% science/social studies
- 5 times as much instruction in basic skills than problem solving or reasoning



# Learning Walks



Rather than look at what teachers are doing, assess what students are being asked to do; the specific skills and knowledge that students are expected to master and the level of intellectual challenge in the lesson.



## Ask 3 questions



What is the difference between what I saw in this class and lower grades?

What evidence is there of student thinking?

What is my level of confidence that, with more classes like this, the student will be adequately prepared for the workplace?



# How to get started with teachers

Video of classroom with “grade”

What is rigor discussion?

- Develop a working definition of excellent teaching (challenging students to think every day in class)
- Get agreement that teachers should be teaching every student to think.

Teaching reflection

- practices that focus student thinking rather than right answer questions

Peer learning walks – look for evidence of teacher questions

- Prod and provoke students to think
- Have students reach their own conclusions



**Practice** the Seven Survival Skills as you **collaborate** with others to **create** the schools our children urgently need.



**Call to action!**

