

November 2010

Administrators Meeting

Cover 3 things today

1. Defining the boundaries of plans to increase student learning
2. District News
3. Celebrate

Setting the boundaries to  
define our efforts to  
get to the next level

tight- loose - tight

Tight- central design principles

Loose-expected accommodations at local level,  
pedagogy is locally determined

Tight-stated goals and desired outcomes

curriculum management plan is our  
main response to the curriculum audit  
the plan is both tight and loose

five questions to  
help define the  
boundaries

Question 1: What do students need to know? (tight)-standards

- this is KPBSD's
- provide curricular coherence and emphasis on 21st C skills
- Once set, non-negotiable

Example- able to explain why human race is dependent on photosynthesis

Language Arts first curriculum to be built under new system-2012

Question 2: How will they learn it?

(loose)- teachers work with  
provided resource and other (collaboration)  
to make it happen.

Technology provides options



Question 3: How will we know if they learned it? (tight and loose) assessments will, as we can, be built into curriculum. More important is helping teachers to adequately assess what they are teaching and how this results in changes to teaching

-professional development

Question 4: what will we do if they  
don't learn it (tight)

standardized response and  
support

-professional development

Question 5: What will we  
do if they  
already know it? (tight and  
loose)

- differentiated instruction
- technology
- professional development

# District News

Site visits to explain  
curriculum management  
plan

Student Count was about  
where we planned,  
revenue will meet budgeted  
expenditures

# Projected enrollment and staffing

Funding for next year  
is uncertain-no hot tubs



Form II Report- due December 1

new principal  
evaluation tool

aspiring principals

# Celebrations

collaboration

frameworks

technology

communications



stay current with your  
profession and ask  
questions

JC meets several of her friends at a local restaurant after school. She videos the group talking about another girl, C.C. One of the girls calls C.C. a "slut." Another says, "that she is the ugliest piece of \*\*\*\* I've ever seen." JC can be heard on the video encouraging the other girls to continue with the C.C. rant. JC posts the video on YouTube that evening. She also calls several students to tell them to look at it. Finally, she calls C.C. to tell her about it.

The next day, students talk about the video at school. C.C. is very upset by the video and doesn't want to go to class. She and her mother come to school to speak to the counselor. C.C. is crying but eventually the counselor helps her to calm down enough to go to class.

Can the school discipline JC for the video?

Encouragement:

Stay focused on

student learning