

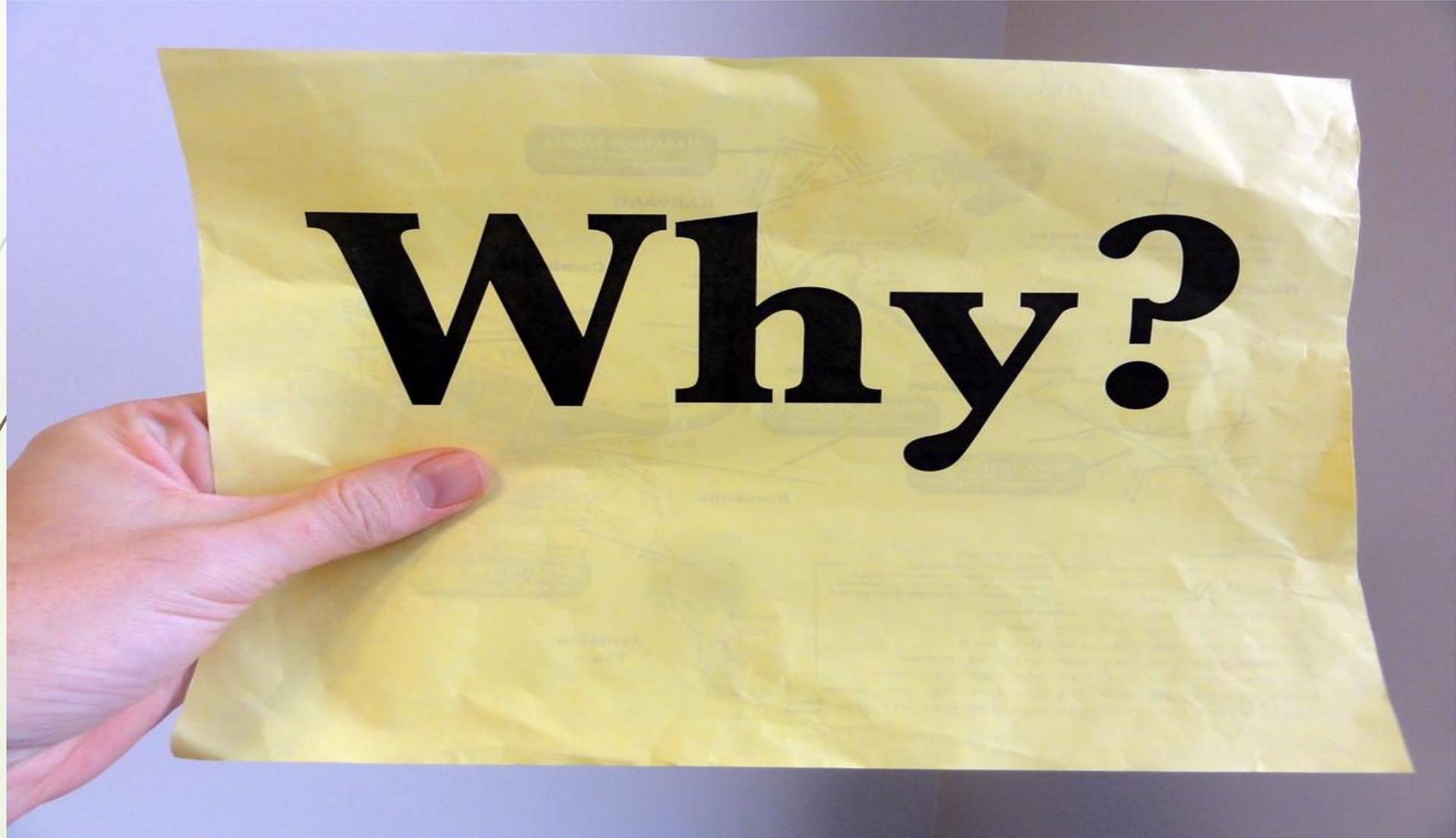


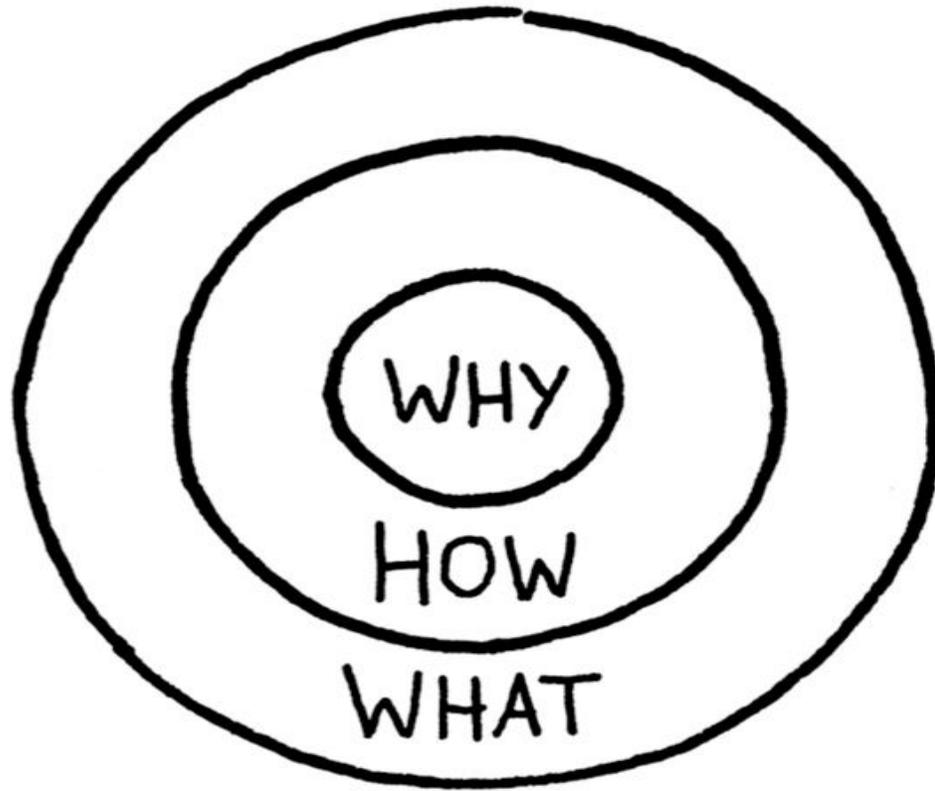
WELCOME!!!!

Why, How, What?



Why are you at ASD?





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What

Every organization on the planet knows WHAT they do. These are products they sell or the services they offer.

How

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. It's a purpose, cause or belief. It's the very reason your organization exists.

GROUP OR TEAM?

Which shall we be?



Team vs Group (1/2)

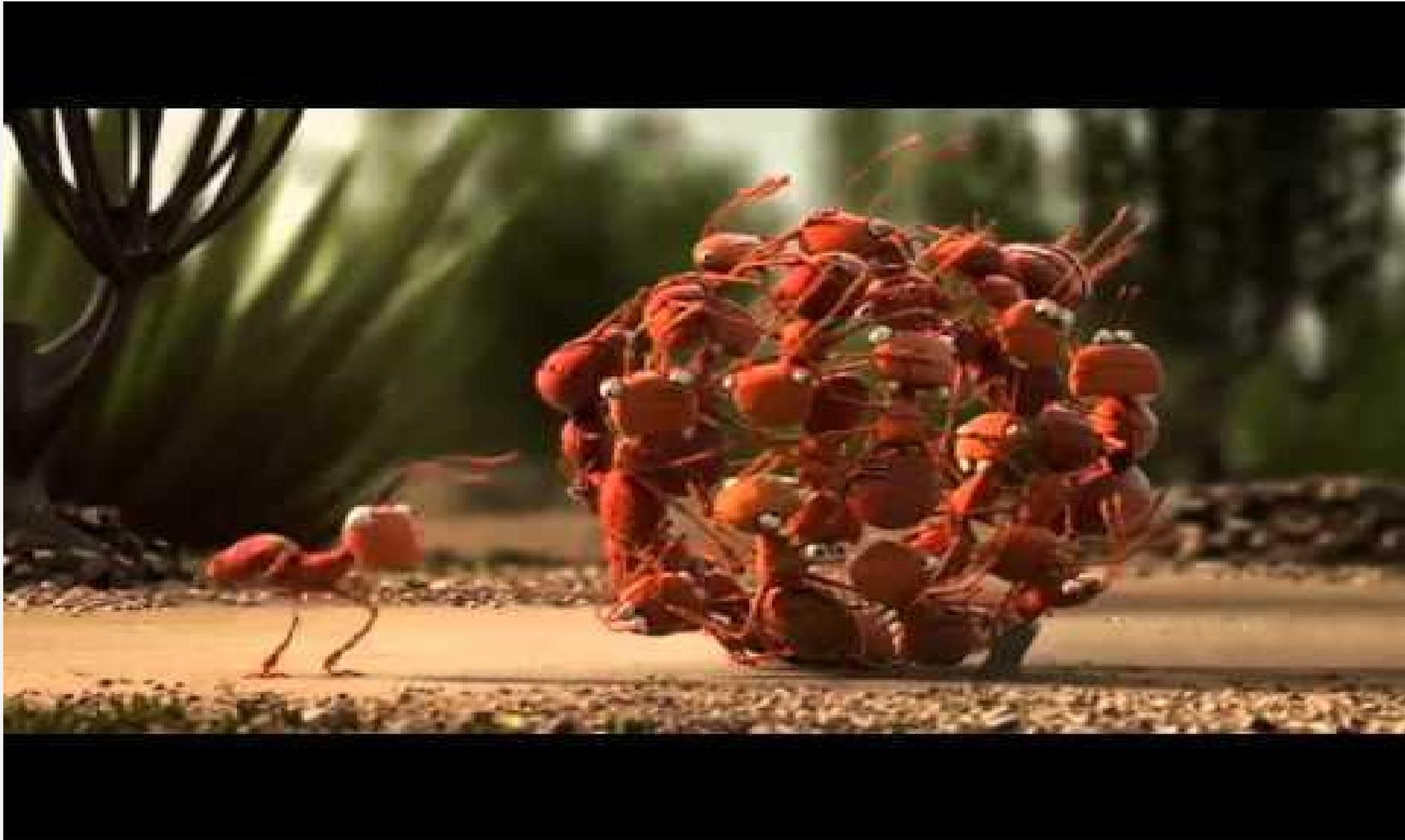
	Team	Group
Understanding	Members recognize their independence. They understand that both personal and team goals are best accomplished with mutual support.	Members think they are grouped together for administrative purpose only.
Ownership	Members feel a sense of ownership. They are committed to common goals that they helped establish.	Members tend to focus on themselves. They are not sufficiently involved in planning the goals.
Creativity and contribution	Members are asked what the best approach would be.	Members are told what to do.

stamenkovic.se

Team vs Group (2/2)

	Team	Group
Trust	Members work in a climate of trust. Encouraged to openly express ideas, opinions, disagreements and feelings.	Members distrust the motives of colleagues. They do not understand the role of other members.
Conflict resolution	Members realize conflict is a normal aspect of human interaction. Opportunity for new ideas and creativity.	Members find themselves in conflict situations. They do not know how to resolve.
Participative decision making	Members work in a structured environment. They know what boundaries exist and who has final authority. Leader respected via active, willing participation.	Members tend to work in an unstructured environment. Leaders do not walk the talk and tend to lead from behind a desk.

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**CULTURE AND
CLIMATE**

PASSION

Schools that achieve dramatic differences in results show a passion for building and sustaining a climate in which every student, parent, and staff member knows that they are a valued, respected member of the school community, As well, they are passionate about improving teaching and learning continuously.

CONTINUOUS POSITIVE SCHOOL CLIMATE/CULTURE

- Purpose is about student and teacher learning
- Rich sense of history and purpose
- Core values of collegiality, performance, and improvement centered around quality, achievement, and learning for ALL students
- Positive and Proactive Approaches for staff and students

TWELVE NORMS OF SCHOOL CULTURE WHERE PEOPLE AND PROGRAMS SUCCEED

WWW.SCHOOLOFEDUCATORS.COM

Collegiality	Appreciation and recognition
Experimentation	Caring, celebration, humor
High expectations	Involvement in decision making
Trust and confidence	Protection of what's important
Tangible support	Traditions
Reaching out to the knowledge bases	Honest, open communication

"Good Seeds Grow in Strong Cultures" by Saphier and King

Language/Literacy

Students will...
All students will demonstrate language skills within 1 year at age-appropriate levels.

All students will demonstrate language skills within 1 year at age-appropriate levels.

LITERACY

Character

6 Pillars

Responsibility

Self-management skills/
build confidence, intrinsically

ACCEPT CHANGE

"I CAN" ATTITUDE

Citizenship

Golden Rule

Accountable for behavior through respect and self-management skills.

Respect

CARING

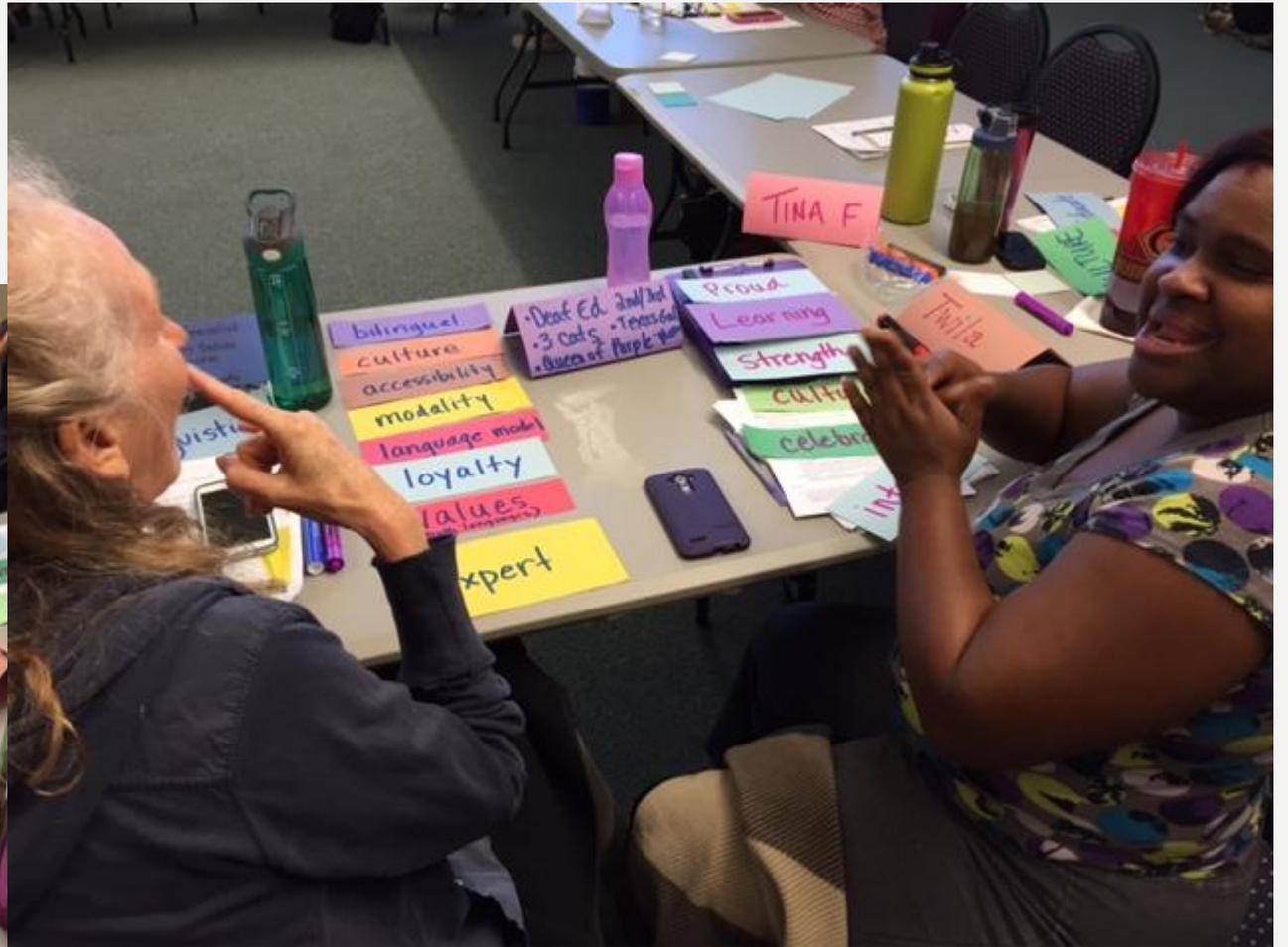
Fairness

Trustworthiness

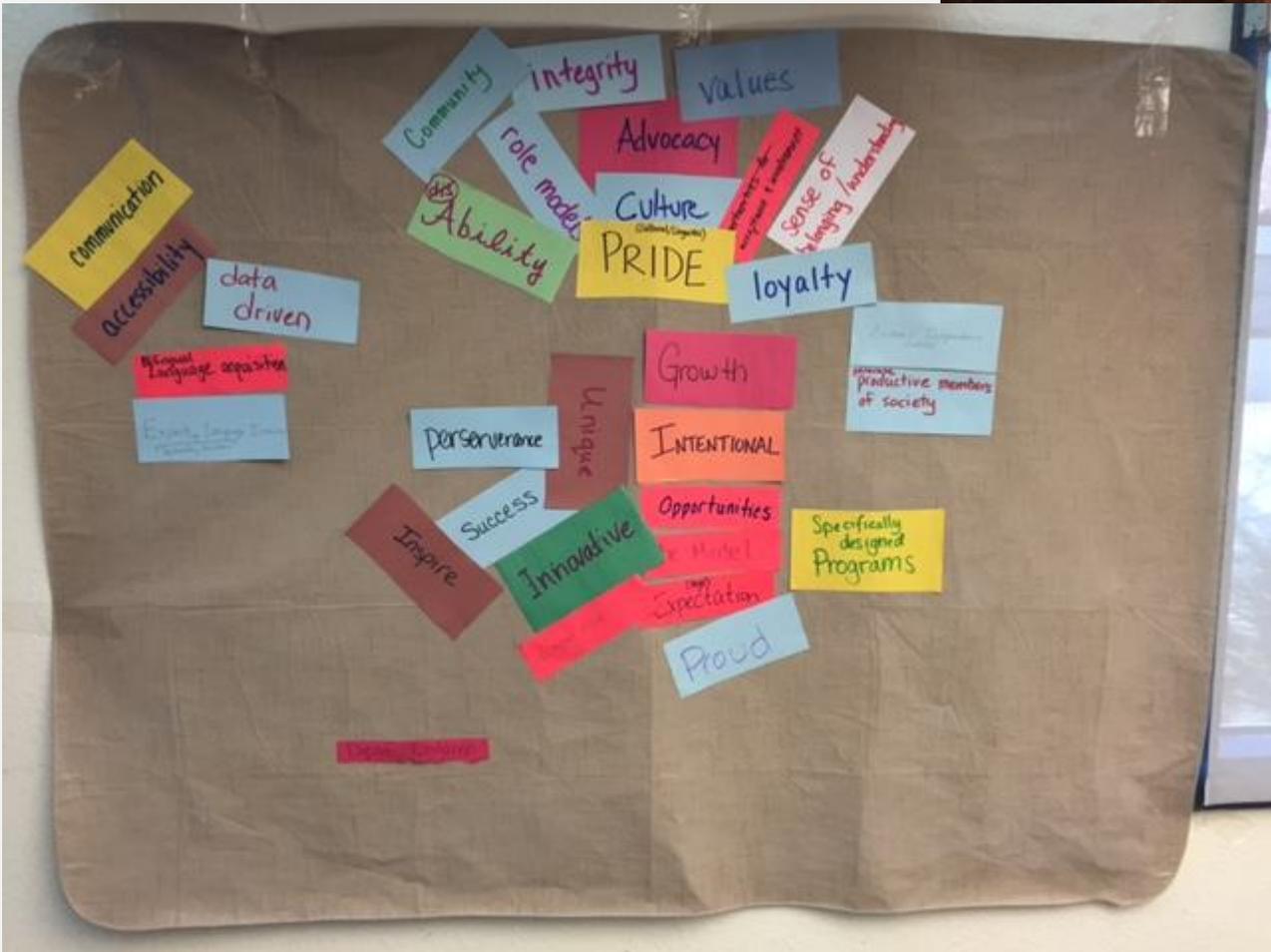
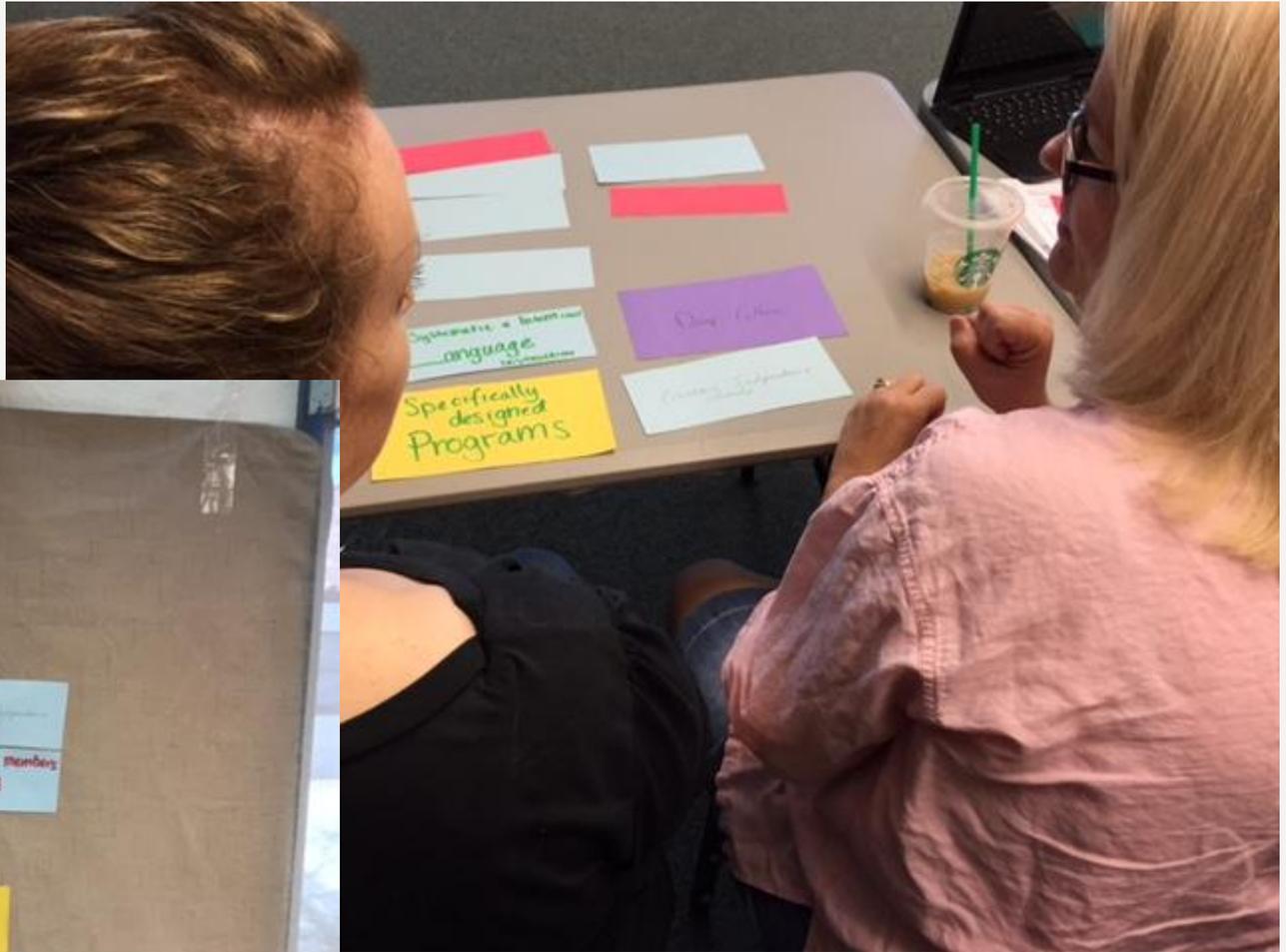
Empowerment

SELF ADVOCATE









LANGUAGE & LITERACY

We want students to become literate individuals.

- BT Formatives
- TASH
- MOOG
- Kendall P-levels
- Gallaudet Visual Lang Skills
- STAR Reading
- MAP
- 6 Writing traits
- RUBRICS
- Checklists

Tracked/evidenced by frequency and scoring determined by grade and student need as agreed upon by 2+ elementary team members.

Pre & post test/data for baseline.

ELEMENTARY EXP.

CHARACTER ↔ EMPOWERMENT

We want to see students develop intrinsic motivation and identity.

- 6 Pillars Rubric
- Rubric ^{teacher} _{student}
- Count kindness slips
- Student led praise & problem solving
- Time tracked data

Within elementary characteristics and empowerment evidence and support each other. Ex: We expect students to demonstrate the 6 pillars and students score their success on a rubric to monitor themselves, improve their "character" and become empowered to change.

We want to see students governing/monitoring themselves.

- Student scored Rubrics
- Checklists
- Feedback
- Peer talk
- Peace Corner

PreK Student Expectations

Portfolios

Character:

- turn taking
- helpful words
- counting for team

Empowerment:

- showing pride
- taking on adults
- leading
- helping others
- monitoring
- helping
- helping
- helping

Language/Literacy:

- sounds
- shared conversations
- other behaviors
- songs

Preschool:

Character

HS

self discipline/management

Dh decreases

bullying complaints decrease

• catch good behavior

visuals to recognize good behavior

↑ attendance

Empowerment

Email, VP,

SBG using petitions w/ peers

Language / Literacy

Read more hrs/day → improve reading level ^{AM STAR} AR, MAPS

communication system for ~~students~~ students

After school reading lab - incentive trips

Middle School

Student Expectations

1) Language & Literacy across all contents

- Project-Based Learning (PBL)

• ie: Roaring 20's

• ie: Election Year

- inclusion - differentiated instruction

Artifacts

- * video logs/writing logs
- * Data from informal assessment
- * reading incentive programs
- * formal
- * book ~~trivia~~
- * IEP goals
- * formative B assessments

2) Character

- ~~3~~ bi-weekly Character counts activities ^{- 6 pillars}
• ie movie time (make movies about each Character trait) ^{pillar}

- positive reinforcement system

Artifacts: Reward/Behavior system (point system) connected to end of quarter activity

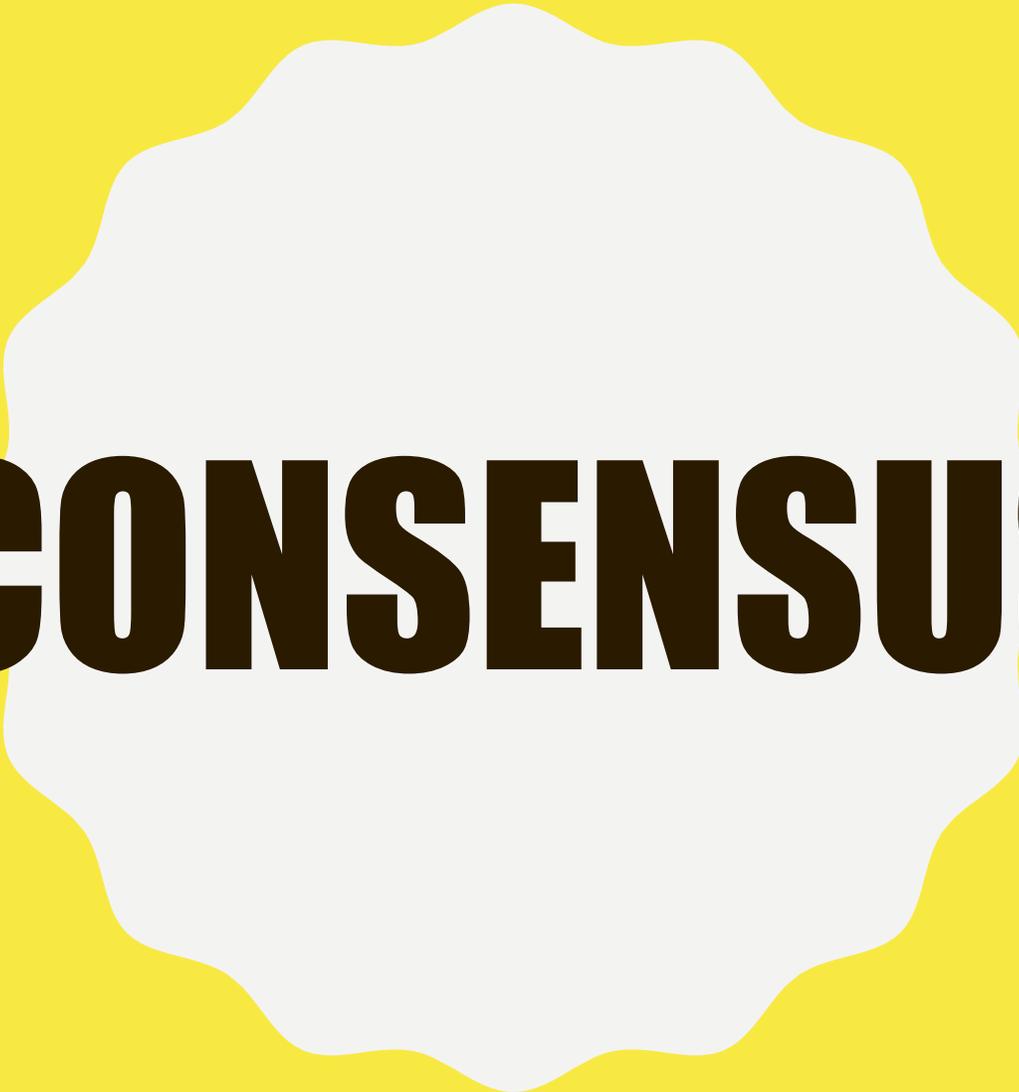
3) Empowerment

involve problem solving strategies within PBL ("what can you do when you're stuck?")

Artifacts: Peer review panel (Teacher guided)

KEY ELEMENTS THAT FRAME SCHOOL CULTURE

- Structure
- Powerful work ethic
- Common behavioral and academic expectations for students and staff
- Trust
- Staff and parent empowerment



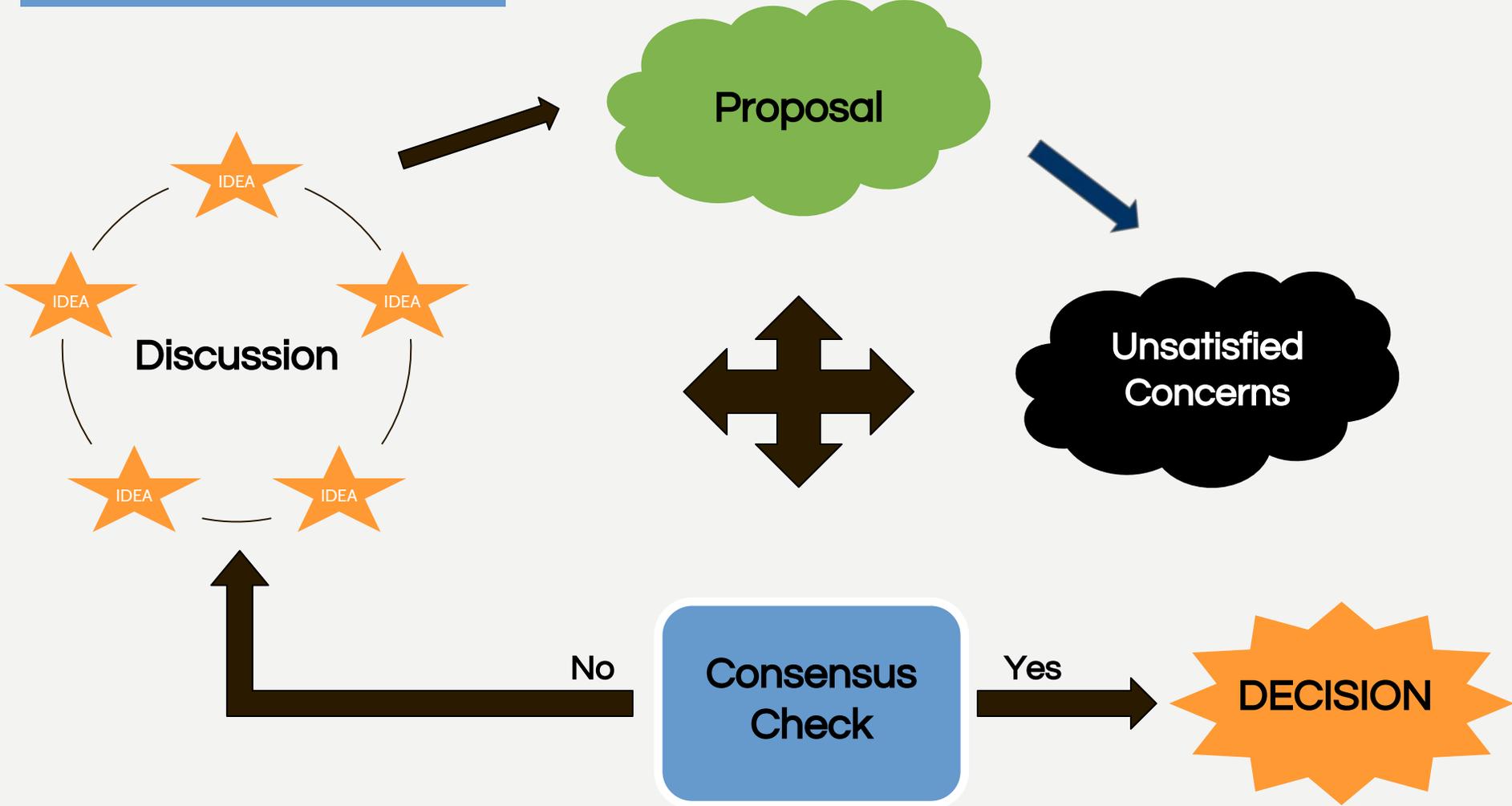
CONSENSUS

Decision-Making



Consensus-Based Decision-Making

A Model



ASDB Vision and Mission

ARIZONA STATE SCHOOLS FOR THE DEAF AND THE BLIND

Vision:

ASDB - excellence and innovation for today and the future.

Mission:

We are committed to respect, support, and the wellbeing of all. We are committed to excellence and innovation in:

- education for all children, throughout Arizona, who are hard of hearing, deaf or have vision loss
- leadership and service,
- collaboration with families, school districts, communities, and others and;
- partnership with other agencies that will enable children who are hard of hearing, deaf or have vision loss to succeed now and in the future.

ASD DRAFT Purpose Statement



The Arizona School for the Deaf in Tucson: Achievement and empowerment through differentiated, innovative bilingual education.

The Arizona School for the Deaf in Tucson: Achievement and **empowerment** through **differentiated**, innovative, **bilingual** education.

How? What? Who?

Specialized?

5-1-2

THREE PARTS TO PURPOSE

- 1) Statement of Purpose
- 2) Dissemination- How will this be shared? Face-to-face? Print? Media?
- 3) Feedback- Spend time asking and listening to questions and concerns





EXPECTATIONS

Common Areas for 2016-2017

Character

Empowerment

Language/Literacy

IDENTIFY SCHOOL-WIDE EXPECTATIONS

- Expectations should reflect the culture that you want to create.
- What are the expectations for students? As evidenced by what?
- **What are the expectations for teachers?** As evidenced by what?
- What are the expectations for administration? As evidenced by what?

EXPECTATIONS...

- Stated positive. Instead of “don’t run” say “ walk please.”
- Concrete and observable
- Where will these expectations be observed? Classroom? Bathroom? Playground? Can the expectations be posted here?

POSITIVE SCHOOL CULTURE/CLIMATE

What research tells us:

- “Positive learning can only take place in a positive culture. A healthy school culture will affect more student and teacher success than any other reform.”

-Gary Phillips



REINFORCEMENT

How to build the culture you want?



REINFORCEMENT



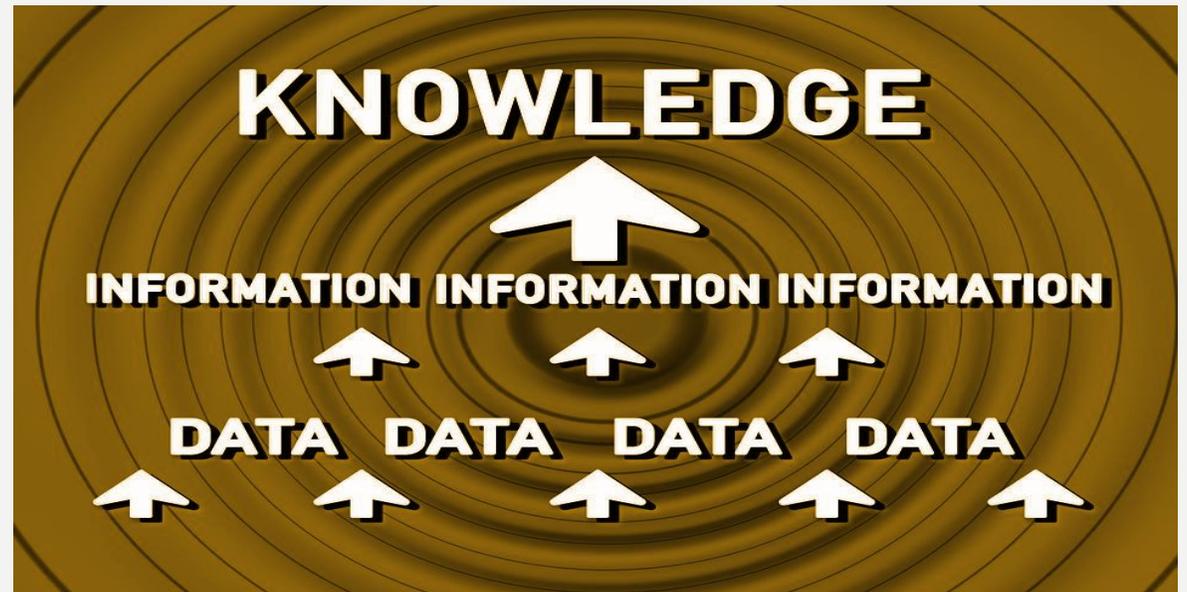
REINFORCEMENT

- For Students?
-



WHAT TO TRACK...

- What type of data?
- Behavior? Location? Time of day?



Frequency

At the end of the observation period, total the number of occurrences. For example, Anna helped another student 6 times during the last two weeks.

How often will you be collecting the agreed-upon data?

Opportunities

Are you building the opportunities into your lessons? Into your meetings?

Character Opportunities

- Regularly weave into your discussion of stories and history and other subjects asking, "What's the right thing to do?" and follow up with a discussion.
- Teach students how to write thank-you notes. As a class, write thank-you notes to people who have done thoughtful things for the students.
- Lead by example. For instance, pick up the discarded piece of paper in the hall.
- Reward students for bringing in articles about ethics and moral issues. Use them in class discussion.
- Teach students to analyze the media critically. To what extent do their messages encourage living a life of character?
- Overtly teach courtesy. Teach students how to listen attentively to other students and adults, and to avoid interrupting people.

Empowerment Opportunities

- Create opportunities for student choices and decisions through trial and error from real-life situations.
- Create opportunities to learn to manage time wisely and prioritize activities.
- Facilitate opportunities to use VPs, work with interpreters, use email, etc. to develop interactive skills using a variety of modes and in various contexts (school, work, bus, stores, etc.).
- Encourage formal presentations and public speaking by supporting practice of classroom presentations, providing feedback to each other, and bringing in deaf adults who are skilled at public presentation.

Language and Literacy

- Establish a daily routine for read-alouds from grade-level texts to promote language and concept development.
- Provide a print-rich environment, posting articles, announcements, captioned photos, etc., on bulletin boards and hallways.
- Highlight key vocabulary or phrases within the text visually on the board, then have the students copy it into a journal.
-

Character Counts- Kick off in September, Awards ceremony each pillar through March

- Counselor coordination- **Cristina?**, by Sept. 1st
- PD in September- Oran and Dan Sept 9 or 16
- Research what outside agencies can help- John

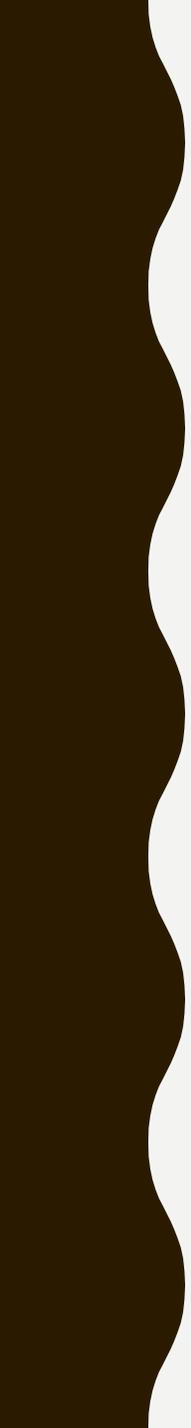
Find volunteers for Spirit Committee- In place by August 5th.

Catherine Creamer- Summarizing the training on Early listening, One of first Fridays in August, Mary and Shelly.

Parent Involvement peice- PD - within the school year- ready to implement by next year.

Planning Days for Staff-

- Keep Fridays before the end-of-quarter reports due day free to teachers. (Oct. 7th, Dec. 16, March 10, May. 19th) S@*\$
- First Fridays- Department PLC's



Documenting the work from today-

Elem- Wednesday, Middle School Monday, HS- Thursday, Pre-Friday- short department meetings to work on this.



THE LEADERS SET THE TONE IN ESTABLISHING SCHOOL CULTURE

- Be visible
- Choose a positive attitude
- Identify patterns of behavior (students and staff)
- Don't procrastinate; address problems
- Empower staff to be the disciplinarians
- Keep the "Monkeys off Your Back"
- Gather good ideas from other schools
- Look professional

Sheets and Young, NAESP

PERSISTENCE

- Schools that achieve dramatic differences in results persist as they encounter challenges, setbacks, and frustrations. As well, they persist in their improvement efforts even when they exceed the results achieved by other schools. They keep moving forward when others lose hope or become comfortable with their current levels of performance.

Adapted from a presentation by Dr. Joseph Johnson at the 2010 Natl. Title I Conference

How will you share these expectations with the students?