

LEAD THE CHARGE IN LEARNING

SCHLECHTY *Center*

SUPERINTENDENTS LEADERSHIP NETWORK

Superintendent as Moral and Intellectual Leader:
Honoring the Past, Focusing on the Future

October 23–25, 2024

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SUPERINTENDENTS LEADERSHIP NETWORK

Superintendent as Moral and Intellectual Leader: Honoring the Past, Focusing on the Future

WEDNESDAY / 10.23.2024

3:30 p.m. Registration *Marriott Ballroom Foyer*

4:00 p.m. Opening Remarks
*Steve McCammon, President and CEO
Schlechty Center*

Overview of the Institute

- What can superintendents learn about engagement from museums?
- What does a curator do, and how is the work of a curator relevant for district leaders?
- How do museums capitalize on defining moments of the past while focusing on the future?

Small-Group Conversation 1

- What do you remember about **Muhammad Ali**?
- What does **Louisville Slugger** cause you to think about?
- How would you tell your friends you have tickets to the **Kentucky Derby**?

Small-Group Conversation 2

What do you hope to learn from visiting the museums?

5:30 p.m. Adjourn and Travel to Churchill Downs

Museum Tour and Dinner

SUPERINTENDENTS LEADERSHIP NETWORK (CONTINUED)

Superintendent as Moral and Intellectual Leader: Honoring the Past, Focusing on the Future

THURSDAY / 10.24.2024

7:00 a.m.	Breakfast	<i>Marriott Ballroom</i>
8:00 a.m.	What relevance does museum thinking have for educators?	
9:45 a.m.	Shuttle to Muhammad Ali Center	
	Speaker and Guided Tour	
12:15 p.m.	Shuttle to Hotel	
12:30 p.m.	Lunch	<i>Marriott Ballroom</i>
1:30 p.m.	Shuttle to Louisville Slugger Museum and Factory	
	Speaker and Guided Tour	
4:30 p.m.	Shuttle to Hotel	

FRIDAY / 10.25.2024

7:00 a.m.	Breakfast	<i>Marriott Ballroom</i>
8:00 a.m.	Review of Experiences	
	Relationship between Museum Thinking and Design Thinking	
	Relationship between Curation and Design	
	Thinking Like a Designer to Design a District Experience	
	Closing Comments	
	Feedback	
11:30 a.m.	Adjourn	

SUPERINTENDENTS LEADERSHIP NETWORK INSTITUTES

<u>Date</u>	<u>Description</u>	<u>Location</u>
July 95	Capacity, Technology, Change, Culture, Collaboration	Palm Beach, FL
July 96	Working on the Work, Direction, Community, Customer-Focused School System	Palm Beach, FL
July 97	Framing Problems, the Need for Change, Capacity, Coalitions, School Governance	Palm Beach, FL
October 97	Building a Foundation for SLN	Peachtree City, GA; BellSouth EdNet Center
January 98	State Work Groups	Orlando, FL
May 98	Working on the Work	Charlotte, NC
July 98	Value Orientations	Palm Beach, FL; Mark Gerzon, Author
October 98	Marketing and Technology	Peachtree City, GA
January 99	Building Community	Biloxi, MS; Ingalls Shipbuilding
May 99	Building Community	Louisville, KY
May 99	Orientation for New Members	Ft. Myers, FL
July 99	Creating and Sustaining Change-Adept School Districts	Palm Beach, FL; Patricia Hersch, Author
September 99	Orientation for New Members	Atlanta, GA
October 99	Initiating and Sustaining Innovation	Peachtree City, GA; Scientific Atlanta
January 00	Framing Accountability	New Orleans, LA; French Quarter Tour
April 00	Focusing on the Future	Birmingham, AL; UAB/Civil Rights Museum
July 00	New Dimensions in Leadership—Answering the Challenge of Disruptive Technologies with New Tools for Change Leaders	Palm Beach, FL
October 00	Branding: Working with the Media	Peachtree City, GA
January 01	Focusing on Your Core Business	Orlando, FL; Walt Disney World
April 01	Superintendents Leading Change	Charleston, SC
July 01	Developing Principals: The Superintendent's Role	Palm Beach, FL
September 01	Orientation for New Members	Atlanta, GA
October 01	Data-Driven Decision Making	Cary, NC; SAS
March 02	Orientation for New Members	Nashville, TN
April 02	Embedding the Core Business	Coconut Grove, FL; Little Havana/Little Haiti
July 02	Developing Community: The Superintendent's Role	Palm Beach, FL; Thomas Sander, Saguro Seminar
October 02	Civic Capacity and Social Capital	Memphis, TN; MS Delta/Civil Rights Museum
January 03	Focused Time for Inquiry Work	Louisville, KY; Derby Museum
April 03	Strategic Alliances	Chattanooga, TN

For nearly three decades, Schlechty Center associates have been developing and testing frameworks for designing experiences that result in increased student and staff engagement and in increased levels of overall learning rather than simply in increased test scores.

SUPERINTENDENTS LEADERSHIP NETWORK INSTITUTES

<u>Date</u>	<u>Description</u>	<u>Location</u>
July 03	The Superintendent's Role in Promoting and Inspiring High School Reform	Palm Beach, FL; Michael Fullan, Author
October 03	Induction and Developing Quality Leadership	Amelia Island, FL
January 04	Perspective Member Meeting	Orlando, FL
February 04	AASA Meeting	San Francisco, CA
April 04	Technology	Memphis, TN; FedEx Institute of Technology
July 04	Creating a Learning Organization: Utilizing Power Systems and Boundary System	Palm Beach, FL; Adam Urbanski, Teacher Union Leader
October 04	The Courage to Lead	Charlotte, NC
April 05	High School Redesign	Nashville, TN; Ryman Auditorium
July 05	Community Institutions or Government Agencies: Are the Public Schools Being Transformed?	Palm Beach, FL; Larry Cuban, Author
October 05	Designing the High Schools Our Students Need	Orlando, FL; UCF Teaching and Learning
January 06	Developing a Future Orientation: Leading in a Flat World	Huntsville, AL
April 06	Organizational Transformation: In Pursuit of Greatness	New Orleans, LA
July 06	A Case for the Learning Organization: Education at the Intersection of Home, School, and Community	Palm Beach, FL; Marc Prensky, Author
October 06	Creating a Culture of Innovation	Lexington, KY; Toyota
January 07	Future of the Network	Atlanta, GA; Scientific Atlanta
April 07	Student and Staff Induction	South Bend, IN; University of Notre Dame
July 07	Superintendent's Role in Building Community	Palm Beach, FL; Ron Fournier, Speaker
October 07	Strategic vs. Tactical Thinking	Birmingham, AL; Brasfield and Gorrie
April 08	Business of Design	San Jose, CA; Cisco
July 08	School Success or Failure: How Do We Decide?	Palm Beach, FL; James Popham, Speaker
October 08	Future Frames	Dallas, TX; First Southwest Company
April 09	How Space and Place Matter	Chicago, IL; Brininstool and Lynch Architects
July 09	Making the Case	Palm Beach, FL; Linda Perlstein, Speaker
October 09	Staying on the Cutting Edge	Boston, MA; FableVision
April 10	Mega-Church as an Example of Customer Orientation	Dallas, TX; Leadership Network
July 10	Following Directives or Setting Direction?	Palm Beach, FL; Joe Villani, NSBA, Speaker
October 10	21st Century Students of Color	Atlanta, GA; Atlanta History Center
April 11	Keeping Patients First	Cleveland, OH; Cleveland Clinic
July 11	American Education in the Age of Globalization	Palm Beach, FL; Yong Zhao, Speaker
October 11	The Changing Mission of NASA	Houston, Texas
April 12	Innovation at Work	Spartanburg, SC; Milliken University

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SUPERINTENDENTS LEADERSHIP NETWORK INSTITUTES

<u>Date</u>	<u>Description</u>	<u>Location</u>
July 12	Leaders Thinking Strategically: Building Capacity	Palm Beach, FL; Jamie Vollmer, Speaker
October 12	Medical Education and Training Campus: Ft. Sam Houston	San Antonio, Texas
April 13	Truth-Telling: Leadership Lessons from Journalists	St. Petersburg, FL; Tampa Bay Times/PolitiFact
July 13	The Design of Public Education Today	Palm Beach, FL; Ruben Ocampo, Speaker
October 13	Why Is It Important to Remember?	Birmingham, AL
April 14	Developing and Sustaining a Culture of Excellence	Austin, TX; Four Seasons Austin
July 14	Leadership, Politics, and Education	Palm Beach, FL; Doug Christensen, Speaker
October 14	Corporate Commitment and Entrepreneurship	Baton Rouge, LA; Whole Foods Market
April 15	Learning from the Change Efforts of an Arts Organization	Louisville, KY; Louisville Orchestra
July 15	How Can Public Education Thrive Today?	Palm Beach, FL; David L. Kirp, Speaker
October 15	Building Bridges: Demographic Trends	Chapel Hill, NC; James Johnson, Speaker
April 16	Engagement, Diversity, and Change at Apple	Austin, TX; Apple
July 16	Frameworks for the Thoughtful Leader	Palm Beach, FL; Lee Bolman, Speaker
October 16	Commitment to Student Success	Atlanta, GA
April 17	Curating for Today's Audiences	Dallas, TX
July 17	Navigating the Changing Context of Assessment and Accountability	Palm Beach, FL: Chapman and Tanner, Speakers
October 17	Strategic Planning in a Learning Organization vs. Bureaucracy	Seattle, WA; Boeing
April 18	Creating Community Engagement Through Strategic Alliances	Indianapolis, IN; Indianapolis Motorspeedway
July 18	Transforming America's Schools: What Is the Superintendent's Critical Role in Engaging Staff and Students?	Palm Beach, FL: Atesh Chandra, Speaker
October 18	Customization in an Era of Standardization	San Antonio, TX; Morgan's Wonderland
April 19	Understanding Defining Moments in History	Montgomery, AL; Legacy Museum/National Memorial for Peace and Justice
July 19	The Role of Superintendents in Creating a Future Orientation	Palm Beach, FL: Joe Hirsch, Speaker
October 19	Costco's Approach to Customer Satisfaction	Seattle, WA
April 20	Leading in a Pandemic	Virtual
July 20	Superintendent as Moral and Intellectual Leader	Virtual
September/ October 20	Superintendent as Moral and Intellectual Leader	Virtual/Milliken & Company Staff as Speakers
May 21	Recruit, Induct, and Retain the Workforce Our Students Need and Deserve	Virtual/Ryan Saunders from the Learning Policy Institute, Speaker

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SUPERINTENDENTS LEADERSHIP NETWORK INSTITUTES

<u>Date</u>	<u>Description</u>	<u>Location</u>
June/July 21	Designing Systems to Support Engagement and Continuous Innovation <i>The Need for Customization and Flexibility in a Post-COVID World</i>	Palm Beach, FL: Marisa Sergnese, Steelcase Learning Mike Patrick and Dr. Robert MacMeccan, Milliken & Company Dr. Dalane Bouillion, Sloan Harris, Kenneth Hutchens, VLK Architects
October 21	Superintendent as Moral and Intellectual Leader: Making Sense Through Storytelling	Louisville, KY: David Hutchens, Author
April 22	Superintendent as Moral and Intellectual Leader: The Importance of Purposeful Connections	Raleigh, NC: James B. Hunt Jr. Library
June 22	Superintendent as Moral and Intellectual Leader: Making the Case for ...	Palm Beach, FL: David Hutchens, Author
November 22	Superintendent as Moral and Intellectual Leader: The Relationship Between Teamwork and Innovation	Dayton, OH: Wright-Patterson Air Force Base
April 23	Superintendent as Moral and Intellectual Leader: Building on Creativity and Design to Produce Positive Outcomes	Savannah, GA: Savannah Bananas
July 23	Superintendent as Moral and Intellectual Leader: Developing a Sense of Urgency and a Shared Understanding of the Need for Change	Palm Beach, FL: Dr. Jim Johnson, UNC-Chapel Hill
October 23	Superintendent as Moral and Intellectual Leader: Fostering Socially Responsible Innovation	Universal City, CA: Gregg Behr and Ryan Rydzewski, Authors; Terry Thoren, Wonder Media; Dr. Lynn Fiellin, Yale School of Medicine; Dr. Ross Smith, Microsoft
April 24	Superintendent as Moral and Intellectual Leader: Building Capacity to Support Continuous Innovation	Jacksonville, FL: Mayo Clinic
July 24	Superintendent as Moral and Intellectual Leader: Strengthening the Relationship Between and Among Engagement, Learning, and Accountability	Palm Beach, FL: John Tanner and Dr. Audrey Amrein-Beardsley
October 24	Superintendent as Moral and Intellectual Leader: Honoring the Past, Focusing on the Future	Louisville, KY: Churchill Downs, Muhammad Ali Center, Louisville Slugger Museum

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www.schlechtycenter.org/about-the-center/what-we-offer

SUPERINTENDENTS LEADERSHIP NETWORK NORMS

Purpose and Focus

- Be willing to learn about change leadership.
- Welcome learning from colleagues, from speakers, and from other experiences.
- Seek to deepen an understanding of Schlechty Center frameworks.
- Value serious reading and disciplined conversation.

Building Trust and Cohesion

- Keep confidences.
- Remember there are no wrong answers.
- Be honest.
- Respect the right of an individual to disagree.
- Support each other and the network.
- Share successes and failures.
- Respect others' contributions.
- Seek permission to use others' work.
- Seek first to understand and then to be understood.

Providing for Productive Institutes

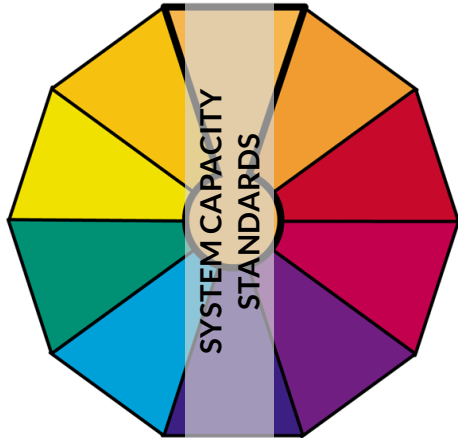
- Be on time.
- Avoid cell phone and e-mail interruptions.
- Participate fully—attend all sessions; stay for entire session.
- Come to meetings prepared.
- Refrain from quick judgments about people and ideas.
- Use humor that is not offensive.
- Dress comfortably; attire is business casual.

Communicating Between Institutes

- Respond to network contacts.
- Keep online communication simple; use plain language.

PILLARS OF SUPERINTENDENT AS MORAL AND INTELLECTUAL LEADER

- **Models and Develops Trust:** Gives priority to building personal trust and trust in the organization.
- **Clarifies the Vision:** Consistently and continuously communicates and clarifies a clear and compelling vision of the future.
- **Knows What He or She Believes:** Understands the need to be clear about what he or she believes and understands that shared beliefs are the foundation of the direction of the organization.
- **Enhances Capacity:** Attends to developing the capacity of the organization and the capacity of the people who are part of the organization to support continuous innovation.
- **Educates Community:** Educates the community, especially community leaders, and informs policymakers about the condition of education.
- **Thinks and Acts Strategically:** Employs systems thinking to understand how systems are linked to one another and how they interact.
- **Personalizes Relationships with Principals:** Develops personal relationships with all principals in the district.
- **Unifies Central Office Staff:** Educates central office staff so they understand and are committed to the direction in which they are being led.
- **Shares Authority:** Shares authority rather than delegates it. Views authority as affective and highly personalized.
- **Personalizes Relationship with the Board:** Strives to work as part of a team with the board in order to focus on the needs of children and the future of the community.



Design Qualities

- Content and Substance
- Organization of Knowledge
- Product Focus
- Clear and Compelling Product Standards
- Protection from Adverse Consequences for Initial Failures
- Affirmation
- Affiliation
- Novelty and Variety
- Choice
- Authenticity

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Working on the Work

Systemic Properties	Design Resources	Design Qualities	Results for "Customers"
<ul style="list-style-type: none"> • Culture • Beliefs • Commitments • Meanings • Values • Lore • Traditions • Structure • Rules • Roles • Relationships 	<ul style="list-style-type: none"> • Resource Variables • Time • People • Space • Information • Technology • Tools • Processes • Skills 	<ul style="list-style-type: none"> • Content and Substance • Product Focus • Organization of Knowledge • Clear and Compelling Product Standards • Protection from Adverse Consequences for Initial Failures • Affiliation • Affirmation • Choice • Novelty and Variety • Authenticity 	<ul style="list-style-type: none"> • For Community and Society <ul style="list-style-type: none"> • What students learn is culturally significant and valued by the community and society at large. • For Parents <ul style="list-style-type: none"> • Students are happy. • Students learn what parents believe they should learn. • For the School System <ul style="list-style-type: none"> • Students are engaged. • Students persist with the work. • Students learn what parents want them to learn. • For Students <ul style="list-style-type: none"> • Inspiring Work • Challenging Work • Satisfying Work

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School/Classroom Standards

- Standard 1: Patterns of Engagement
- Standard 2: Student Achievement
- Standard 3: Content and Substance
- Standard 4: Organization of Knowledge
- Standard 5: Product Focus
- Standard 6: Clear and Compelling Product Standards
- Standard 7: A Safe Environment
- Standard 8: Affirmation
- Standard 9: Affiliation
- Standard 10: Novelty and Variety
- Standard 11: Choice
- Standard 12: Authenticity

Six Critical Systems

- Directional System
- Knowledge Development and Transmission System
- Recruitment and Induction System
- Boundary System
- Evaluation System
- Power and Authority System

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Images of School

Core Business	Student as:	Parent as:	Teacher as:	Principal as:	Supt. & CO as:	School Board as:	Likely Classroom Profiles	Level of Student Learning Taxonomy	Guiding Metaphor
Designing & Engaging Product for Customers in That Work	Youngster & Member of School Community	Partner & Member of School Community	Leader, Designer, & Guide to Understanding	Leader of Leaders	Moral and Managerial Capacity Builders	Community Builders & Leaders for Schools	Highly Engaged	Create, Analyze, Understand, Remember	Learning Organization
Diagnosis, Prescription, & Treatment	Client	Guarantor & Questionable Ally	Professional Performer & Clinician & Diagnostician	Chief of Staff	CEO & Technicians & Support Staff	Board of Directors	Well Managed	Analyze, Understand, & Sometimes Remember Long Term	Professional Service Delivery Organization
Trusts, Remediation, & Reporting	Raw Material & Product	Supply Source & Supplier of Product Quality	Skilled Worker	Shop Foreman	Plant Manager & Inspectors and Supervisors	Owners & Advocates	Passive Congenial	Understand, but not to Remember Long Term	Factory
Logistics, Categorizing, Placement, & Recycling	Excess Inventory	Primary Supplier & Supplier of Resource	Clerk & Keeper of Records	Midlevel Bureaucrat & Keeper of the Keys	Property Manager & Director of Maintenance (Not a Part of Personnel)	Safety Inspectors & Fire Marshals	Threatened	Learn Little	Warehouse
Controlling, Monitoring, & Enforcement	Inmate	Delinquent Visitor	Guard	Warden	Bureau Chief & Department Director & Hearing Officer & Prison Officers	Hearing Officer & Prison Board	Conflict Habituated	Develop Negative Trend toward Disciplined Learning	Prison

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Images of School

Core Business	Student as:	Parent as:	Teacher as:	Principal as:	Supt. & CO as:	School Board as:	Likely Classroom Profiles	Level of Student Learning Bloom's Taxonomy	Guiding Metaphor
Designing Engaging Academic Work for Students & Leading Them to Success in That Work	Volunteer & Knowledge Worker	Partner & Member of the School Community	Leader, Designer, & Guide to Instruction	Leader of Leaders	Moral and Intellectual Leader & Capacity Builders	Community Builders & Advocates for Schools	Highly Engaged	Create, Evaluate, Analyze, Apply, Understand, Remember	Learning Organization
Diagnosis, Prescription, & Treatment	Client	Guarantor & Questionable Ally	Professional Performer & Presenter, or Clinician & Diagnostician	Chief of Staff	CEO & Technicians and Support Staff	Board of Directors	Well Managed	Analyze, Apply, Understand, & Sometimes Remember Long Term	Professional Service Delivery Organization
Testing, Remediation, & Reporting	Raw Material & Product	Supply Source & Determinant of Product Quality	Skilled Worker	Shop Foreman	Plant Manager & Inspectors and Supervisors	Owners & Advocates	Passive Congenial	Understand, but Unlikely to Remember Long Term	Factory
Labeling, Categorizing, Placement, & Recording	Excess Inventory	Primary Shipper & Receiver	Clerk & Keeper of Records	Midlevel Bureaucrat & Keeper of the Keys	Property Manager & Directors of Maintenance, Shipping, and Personnel	Safety Inspectors & Fire Marshals	Threatened	Learn Little	Warehouse
Containment, Monitoring, Corrective Action, & Punishment	Inmate	Distusted Visitor	Guard	Warden	Bureau Chief & Department Directors, Hearing Officers, and Parole Officers	Hearing Officers & Parole Board	Conflict Habituated	Students Develop Negative Attitudes Toward Disciplined Learning	Prison

OVERVIEW OF THE INSTITUTE

- What can superintendents learn about engagement from museums?
- What does a curator do, and how is the work of a curator relevant for district leaders?
- How do museums capitalize on defining moments of the past while focusing on the future?

SMALL-GROUP CONVERSATION 1

- What do you remember about **Muhammad Ali**?
- What does **Louisville Slugger** cause you to think about?
- How would you tell your friends you have tickets to the **Kentucky Derby**?

SMALL-GROUP CONVERSATION 2

What do you hope to learn from visiting the museums?

CHANGING THE CHURCHILL DOWNS EXPERIENCE

What Relevance Does Museum Thinking Have for Educators?

Read the passage below from John H. Falk's book, *Identity and the Museum Visitor Experience*, 2009.

My goal in writing this book, more than anything, is to help change the quality of how museums understand and support the public's museum visitor experiences. ... Specifically, the model I propose encourages museums to approach interacting with visitors in more customized and tightly tailored ways to meet the specific needs of individual visitors; it is not about types of visitors, but the types of visitor needs. Basing practice on this new model would also require profound changes in current museum practice—developing exhibits and programs designed to accommodate multiple outcomes and visitor goals. Finally, I believe that using the model would also dramatically change how museums define and measure their impact; bringing institutional missions, practices, and assessments more in-line with the actual public values and outcomes.

pp. 10–11

- Discuss with others at your table to what extent specific parts of this passage have relevance for schools and educators today.
- Considering the experience at Churchill Downs, make connections between the experience and what Falk says in this passage.

DESIGN QUALITIES

Content and Substance is the depth, breadth, and context of the content standard that brings value and meaning to the student.



Product Focus is the personal value and meaning that a student/learner attaches to a product, performance, or exhibition.



Organization of Knowledge is the arrangement of information and resources in clear, accessible, applicable ways that are responsive to the motives and needs of the student.



Clear and Compelling Product Standards is knowing exactly what is expected and valuing the importance of the criteria.



Protection from Adverse Consequences for Initial Failures is the opportunity to take risks without fear of embarrassment, punishment, implications of inadequacy, or evaluation during the learning process.



Affiliation is interdependence that requires collaboration and cooperation in learning experiences.



Affirmation is the value placed on the student's presence, involvement, and products by others important to him/her.



Choice is the opportunity for meaningful decision making throughout a learning experience.



Novelty and Variety is changing the approach, experience, duration, and responsibilities of the learning experience.

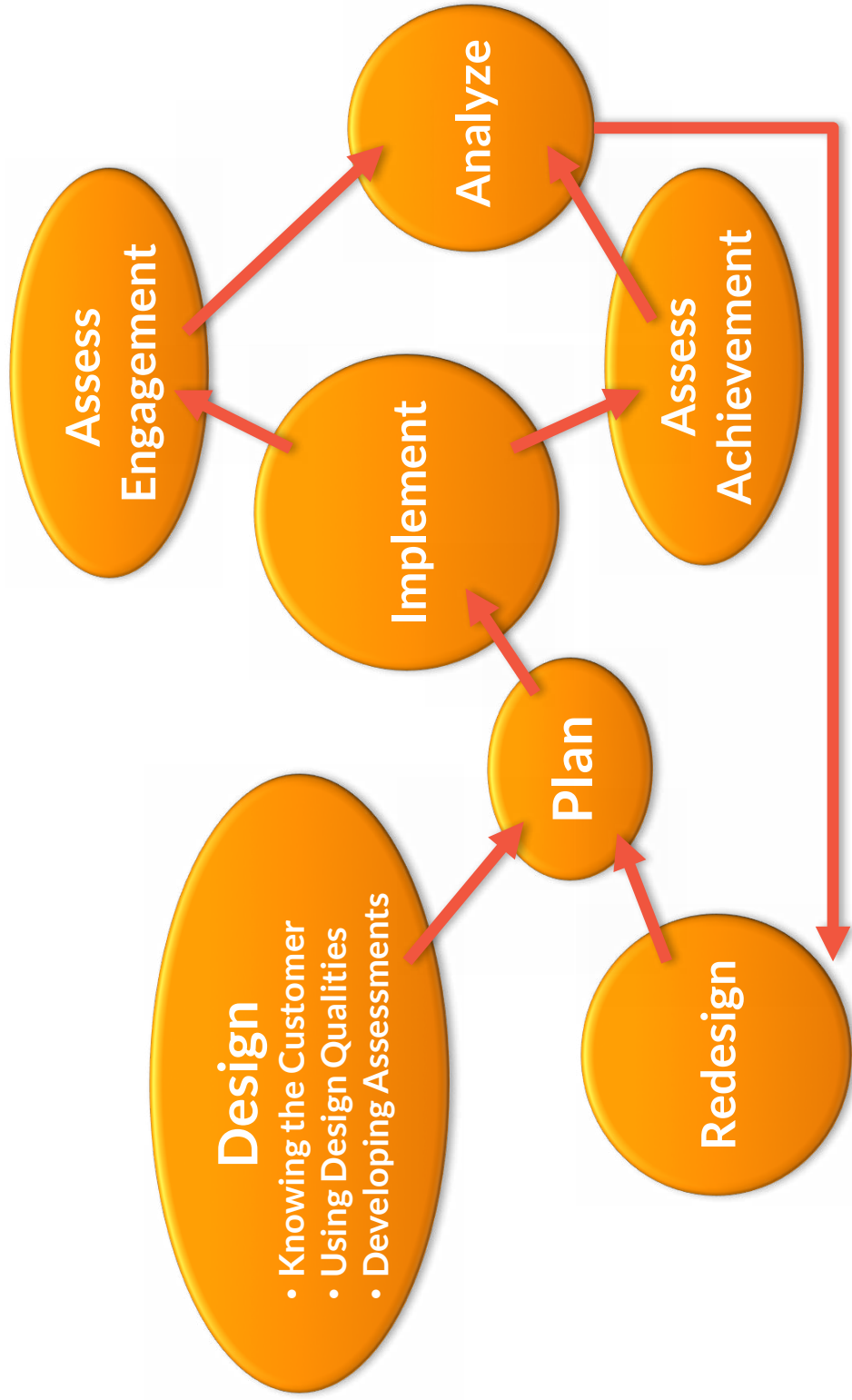


Authenticity is what is real and relevant in a student's life.



REVIEW OF EXPERIENCES—NEEDS, MOTIVES, VALUES

The Design Cycle



CONFERENCE PRODUCT

Apply some of what you are learning about museums and curating by designing an experience merging elements of *curation*, *engagement*, and *design* for an audience in your district or community.

First, consider what specifically you want your audience to know. What do you hope to accomplish if they learn what you want them to learn? How might they respond to this content?

Second, who is your audience? What do you know about their needs, motives, and values? What two to three Design Qualities might be high-leverage for this group?

Third, begin to design the experience. Consider these prompts:

- What types of activities might address your audience's needs and lead to their learning what you want them to learn? What will be engaging to your audience?
- What artifacts will be most important for their learning?
- In what ways might the experience be interactive?
- What will be their takeaway/Product Focus?
- How are the high-leverage Design Qualities of your audience reflected in the decisions you have made?
- How will you know your audience learned what you wanted them to learn?

ENGAGEMENT

Students are

attentive, persistent, and committed.

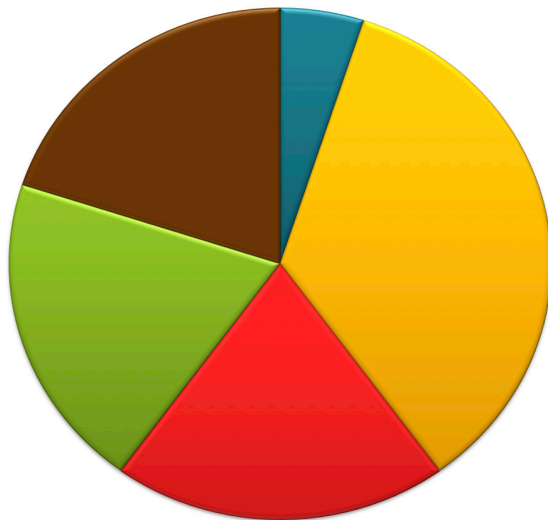
Students

value and find **meaning** in the work and

learn what they are **expected** to learn.



CLASSROOM PROFILES



- Engagement
- Strategic Compliance
- Ritual Compliance
- Retreatism
- Rebellion

Pathological



- Engagement
- Strategic Compliance
- Ritual Compliance
- Retreatism
- Rebellion

Well Managed



- Engagement
- Strategic Compliance
- Ritual Compliance
- Retreatism
- Rebellion

Highly Engaged

SCHLECHTY CENTER SCHOOL STANDARDS AND CLASSROOM STANDARDS

Standard 1: Patterns of Engagement

Nearly all classes are highly engaged. When they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are so engaged.

Standard 2: Student Achievement

Parents, teachers, the principal, and the board of education, as well as others who have a stake in the performance of the schools, are satisfied with the level and type of learning that are occurring.

Standard 3: Content and Substance

Teachers and administrators have a clear, consistent, and shared understanding of what students are expected to know and be able to do at various grade levels. This understanding is consistent with such official statements of expectations as state and local standards. Teachers and administrators also have a reasonable assessment of student interest in the topics that these expectations and standards suggest.

Standard 4: Organization of Knowledge

Teachers and support personnel such as media specialists generally endeavor to ensure that the materials used to present information, propositions, ideas, and concepts to students are organized in ways that are most likely to appeal to the largest possible number of students and to ensure that students have the skills needed to use these materials.

Standard 5: Product Focus

The tasks students are assigned and the activities they are encouraged to undertake are clearly linked in the minds of the teacher and the students to performances, products, and exhibitions about which the students care and on which students place value.

Standard 6: Clear and Compelling Product Standards

When projects, performances, or exhibitions are part of the instructional design, students understand the standards by which these will be evaluated. The students are committed to these standards and see the prospect of meeting them if they work diligently at the tasks they are assigned and encouraged to undertake.

SCHLECHTY CENTER SCHOOL STANDARDS AND CLASSROOM STANDARDS (CONTINUED)

Standard 7: A Safe Environment

Students and parents feel that the school as well as each classroom is a physically and psychologically safe place. Success is expected and failure is understood as a necessary part of learning, there is mutual respect between and among faculty and students, and the fear of harm or harassment from fellow students and demeaning comments from teachers is negligible.

Standard 8: Affirmation

People who are significant in the lives of the students, including parents, siblings, peers, public audiences, and younger students, are positioned to observe, participate in, and benefit from student performances as well as the products of those performances. They affirm the significance and importance of the activity to be undertaken.

Standard 9: Affiliation

Students are provided opportunities to work with others (peers, parents, other adults, teachers, students from other schools or classrooms) on products, group performances, and exhibitions that they and others judge to be of significance.

Standard 10: Novelty and Variety

The range of tasks, products, and exhibitions is wide and varied, and the technologies that students are encouraged to employ are varied as well. They move from the simplest and well understood (for example, a pen and a piece of paper) to the most complex (for example, sophisticated computer applications).

Standard 11: Choice

What students are to learn is usually not subject to negotiation. Nevertheless, they have considerable choice and numerous options in what they will do and how they will go about this learning.

Standard 12: Authenticity

The tasks students are assigned and the work they are encouraged to undertake have meaning and significance in their lives today and are related to consequences to which they attach importance.

SCHOOL/CLASSROOM STANDARD 1: PATTERNS OF ENGAGEMENT

Nearly all classes are highly engaged. When they are not, teachers make every possible effort to redesign the pattern of activity in the classroom so that more students are so engaged.

SCHOOL INDICATORS

1. Most students, most of the time, are engaged in the tasks they are assigned.
2. Teachers intentionally plan the work they provide to students in ways that reflect attention to building in those qualities that show the most promise of increasing engagement.
3. When the pattern of student engagement differs from that which teachers want or expect, teachers analyze the work provided to discover what might account for the difficulty as opposed to seeking first to explain away the lack of engagement as due to factors beyond their control.
4. Teachers commonly work together to analyze the characteristics of the work they are providing students and provide each other assistance and advice regarding ways of making the work more engaging to students.
5. There is evidence that over time the level of engagement has increased and rebellion, retreatism, and ritual compliance have decreased.

CLASSROOM INDICATORS

1. Engagement is commonplace in my classroom, and rebellion and retreatism are rare.
2. When designing work for students, I think through ways in which I can build in the qualities and characteristics that most appeal to the motives of the students in my class.
3. When the pattern of student engagement differs from that I want or expect, I analyze, systematically and in a disciplined way, the work I provided to students in order to identify what might account for the difficulty.
4. I operate on the assumption that most of the variability in student engagement in my classroom has to do with the design of the work I provide for students.
5. I regularly invite colleagues to give me suggestions regarding ways in which I can make the work I provide students more engaging.

SCHOOL/CLASSROOM STANDARD 2: STUDENT ACHIEVEMENT

Parents, teachers, the principal, and the board of education, as well as others who have a stake in the performance of the schools, are satisfied with the level and type of learning that are occurring.

SCHOOL INDICATORS

1. There are solid data upon which to base judgments regarding student achievement.
2. Available data are sufficient to persuade those who need to be persuaded (parents, teachers, community leaders, state officials) that they have an accurate picture of the level of student achievement in the school.
3. Parents are satisfied that their children are progressing as they believe they should and are learning what they need to learn.
4. Those who receive students from the school (middle schools in the case of elementary schools, high schools in the case of middle schools, institutions of higher education and employers in the case of high schools) are satisfied that students from the school have learned what they needed to in order to succeed in their future environment.
5. Students who have attended the school believe that they learned what they needed to while in attendance and have an overall favorable judgment of the quality of their experience in the school.

CLASSROOM INDICATORS

1. Most students in my classes learn what I intend that they learn and meet the standards set for them. I have data to support this contention.
2. Parents are generally satisfied with the level of achievement of their children in my class or classes.
3. When students leave my class, they are well prepared to succeed in the next grade or in other endeavors where what they are assumed to have learned in my class is important to them.
4. Students I have taught believe that what they learned in my class is important to them and helps them to succeed in subsequent pursuits.
5. Most of the students I have taught have favorable memories of their experiences in my class.

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