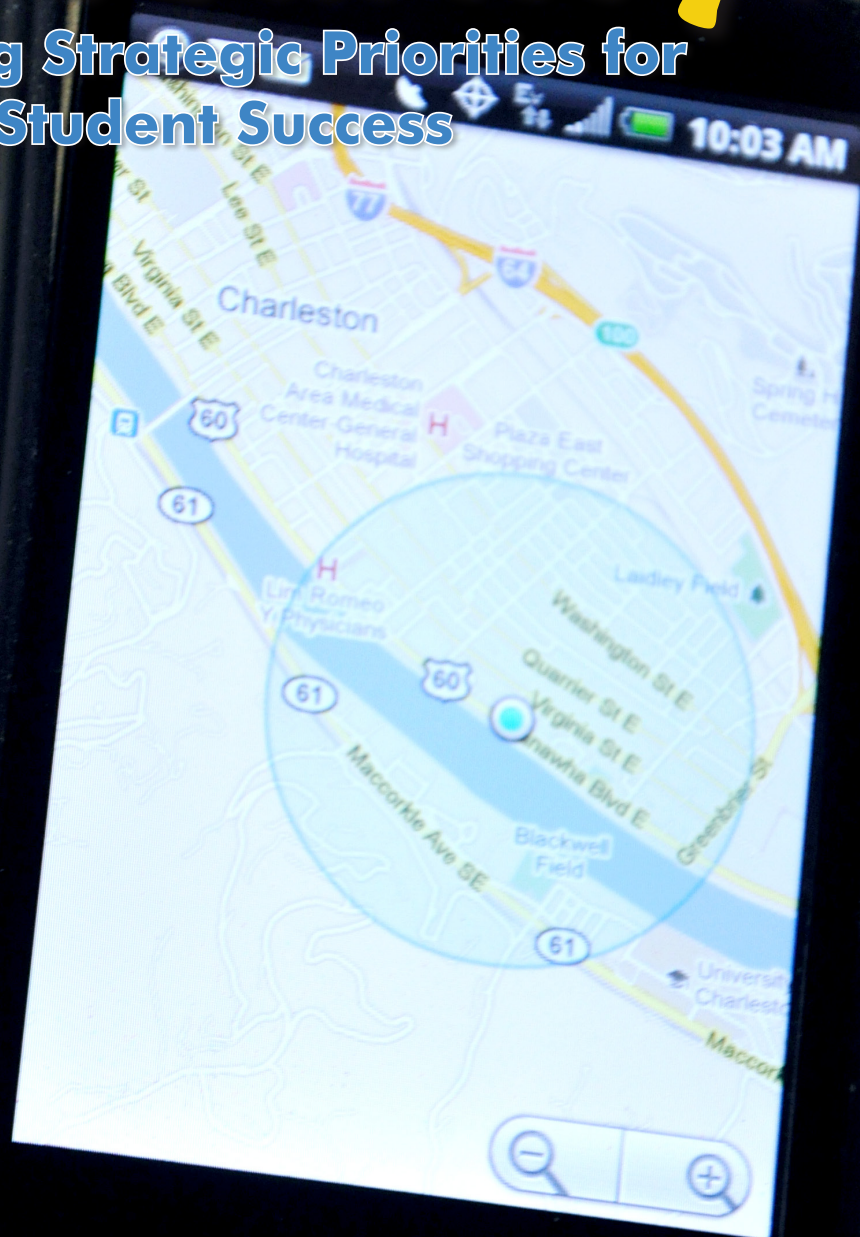


Continuing the Journey...

Establishing Strategic Priorities for
Enhancing Student Success



2011 Superintendent Leadership Institute

Jorea M. Marple, Ed.D.

State Superintendent of Schools



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Dear Superintendents,

As educational leaders, we are entrusted by the state Constitution with the responsibility of providing a thorough and efficient education to all public school students. No other group of people have this responsibility. Thus, the moral imperative to improve public education must begin with us. We must cherish this responsibility and commit to acting together to improve our schools.

We must work skillfully and thoughtfully as visionary and responsive leaders to West Virginia's 734 public schools. We must act in ways that demonstrate to others our willingness to listen, our willingness to help, our skill in solving problems, and most of all our absolute passion for the well being of our children.

We must never take lightly the value of this work nor forget the more than 282,000 unique student faces who are counting on you, me and all educators in the state to work on their behalf.

Jane M. Mayle

We Must Act Now!

At no other time in our nation's history have we been more compelled to transform our educational system. The future of our state and nation depends on it. Our country cannot be economically competitive, our democracy cannot thrive, and we cannot assure our children a stake in the American Dream if we do not find better ways to educate our students.

In West Virginia, we have significant issues to address in student achievement, student personal well-being, high school graduation rates and post-secondary transition. We must address these issues by building on the foundation of **Global21: Students deserve it. The world demands it.** We also must continue to recognize the success of thousands of educators who have worked to move this state forward.



SUCCESSES WE HAVE ACHIEVED

- There has been an annual increase in WV college entrance ACT scores since 2007.
- There has been an increase in the percent of 8th graders who meet the College Readiness benchmarks for PLAN and EXPLORE.
- For the last five years, we have increased the percentage of students enrolling in post-secondary education. We are currently at 61 percent.
- For each of the last three years, WV has shown an increase in the number of students who receive EDGE credit through the Career and Technical Programs.
- Enrollment in virtual learning courses has increased in each of the past five years.
- WV have been recognized as a state educational leader with one of the best longitudinal data systems in the nation.
- West Virginia Child Nutrition Programs continue to be a national leader and remain "ahead of the curve" with their progressive state level nutrition standards.
- Quality Counts places WV in the top 10 of states for its educational policies and practices associated with effectiveness and improvement.

PROBLEMS WE MUST ADDRESS

- From 2007 to 2010, 14,088 students dropped out of school in West Virginia.
- In the most recent NAEP assessments, 74 percent of 4th grade students were unable to read at grade level and 79 percent of 8th graders were unable to do math at grade level.
- The number of disciplinary incidents is increasing as are the number of students suspended and/or expelled: 65 thousand disciplinary incidents; 37 thousand suspensions; 387 expulsions.
- West Virginia has the lowest percentage of adults with a post secondary degree with only 8.4 percent of 18-24 year olds having a two or four-year college degree.
- West Virginia is consistently among the top three states in obesity with about 33 percent considered obese and 60 percent considered overweight. One in three students is likely to develop diabetes.
- In West Virginia, a child is abused or neglected every two hours.
- 54 percent of our children are eligible for free/reduced lunch (a 13 percent increase since 1980).
- West Virginia ranks 7th in families living in poverty and 15th in child homelessness.

1 To Meet the Personal Needs of Each Student

We have more than 282,000 students in West Virginia, each with unique talents and abilities that deserve to be recognized and developed. To achieve the promise of **ALL CHILDREN LEARNING**, we must harness the power of technology and collective action to more effectively nurture the special gifts of each child and personalize the learning process. However, we cannot forget that students come to us from many circumstances that may affect their ability to learn. We cannot advance academic success if we ignore the personal, physical and social emotional needs of each student.

STUDENT VOICE

School and classroom culture is student-centered and values the importance of student voice.

SUCCESS JUDGED BY STUDENT GROWTH

Monitoring and evaluation systems based on the progress of individual students.

RELATIONSHIPS

Adult/student relationships convey personal regard, respect and high expectations.

STUDENT SELF- DIRECTION

Development of goal-oriented students who take ownership and responsibility for their own learning.



KNOWING NEEDS AND STRENGTHS

Knowing students as individuals: their needs, strengths, interests and aspirations.

CUSTOMIZATION

Learning time, resources, staffing, curriculum, instruction and assessment are customized to student needs and goals.

ATTENDING TO THE WHOLE CHILD

Processes and structures to develop the whole student: academic, physical and social-emotional.

RESOURCES AND STRATEGIES TO CONSIDER:

Innovate to Educate: System [Re]Design for Personalized Learning

- <http://siia.net/pli/presentations/PerLearnPaper.pdf>

Relating to Students: It's What You Do That Counts Robert J. Marzano

- <https://share.judsonisd.org/groups/pd/revisions/23d2b/11/>

Educating One Student at a Time

- <http://www.bigpicture.org/2008/11/personalization-one-student-at-a-time/>

Healthy and Ready to Learn (Excerpt) by David Satcher

- <http://www.ascd.org/publications/educational-leadership/sept05/vol63/num01/Healthy-and-Ready-to-Learn.aspx>

The Effects of Poverty on Teaching and Learning

- <http://www.teach-nology.com/tutorials/teaching/poverty/>

Websites for General Ideas on Innovation:

- TED - <http://www.ted.com/>
- Edutopia - <http://www.edutopia.org/>
- WVDE Innovation Zones - <http://wvde.state.wv.us/>
- Education Eye - <http://www.educationeye.org.uk/>

IMPLICATIONS FOR SUPERINTENDENT ACTIONS:

2 To Elevate the Importance of Great Teachers and Learning

All our hopes and dreams for our students come together each day in the interaction between students and their teachers. It is through the able facilitation of a great teacher that the curriculum comes alive.

We must find ways to honor and reward great teaching and empower teachers to do what is in the best interest of each student. With greater accountability, must come the necessary time, tools and supports for teacher success.

To support great teaching, each school must have the leadership, professional culture and characteristics that promote great teaching. This includes opportunities for teacher leadership and opportunities to work collaboratively to enhance professional practice.

It is everyone's job to support teaching and learning. From finance, facilities, transportation and food services, from the West Virginia Department of Education to the principal's office, we must all act in ways that add value to the teaching for learning process.

HONORING AND CELEBRATING

Acknowledging the importance of teachers and honoring their central role in student learning.

TEACHER VOICE AND LEADERSHIP

A professional culture within schools that values teacher voice and fosters teacher leadership.



COMPENSATION

Compensation that attracts and retains quality educators and rewards collective results.

PROVIDING TIME, RESOURCES AND SUPPORTS

Sufficient time for individual and collaborative planning and access to instructional tools, resources and supports.

NEEDS-BASED PROFESSIONAL DEVELOPMENT

Professional development opportunities and evaluation systems to promote self-reflection and advance continuous personal growth.

RESOURCES AND STRATEGIES TO CONSIDER:

Improving Teacher Quality Around the World: The International Summit on the Teaching Profession (by Asia Society's Senior Advisor for Education Vivien Stewart, June 2011)

- <http://asiasociety.org/files/lwtw-teachersummitreport.pdf>

Cultural Shifts in Professional Learning Communities

- <http://wvde.state.wv.us/ctn/Informational%20Documents/Cultural%20Shifts%20in%20a%20PLC.pdf>

Growing Great Teachers in Cincinnati, Susan Keiffer-Barone and Kathleen Ware

- <http://www.ascd.org/publications/educational-leadership/may01/vol58/num08/Growing-Great-Teachers-in-Cincinnati.aspx> and <http://www.newteacher.com/pdf/6Chapter.pdf>

A New Series of Papers on Teacher Compensation from the University of Wisconsin CPRE Group

- <http://cpre.wceruw.org/papers/cbpaper1-overview-of-tcomp-summary1.pdf>

Professional Learning Communities: Communities of Continuous Inquiry and Improvement by Dr. Shirley M. Hord, 1997

- <http://eric.ed.gov/PDFS/ED410659.pdf>

Places to Visit:

- Collaborative Teams/PLCs: Weir Middle School, Hancock County
- Beginning Teacher Mentoring: Cabell County
- Teacher Leadership: Boone County

IMPLICATIONS FOR SUPERINTENDENT ACTIONS:

3 To Make the Improvement of Public Education a Moral Imperative of Every Citizen and Stakeholder

Helping our children succeed is the best investment an individual can make in his or her own future. Failure to improve public education will result in a substantial personal and collective price to pay.

The potential for great schools lies in every community from Welch to Wheeling. But to improve, we must have the concerted and unified effort of parents, community agencies and business leaders. These actions must be intentional and coherent; designed to enrich opportunities for students; and address the significant impact that such things as poverty, poor health, apathy and hopelessness can have on our children.

Many problems that hinder student success are rooted in challenges outside the school. It takes a concerted effort of everyone to address these challenges. Schools cannot do this alone.

VALUING EDUCATION

Parents/stakeholders who understand how a quality school system benefits individuals and society.

INPUT AND INVOLVEMENT

Fostering the input and involvement of parents and stakeholders as an essential element of school improvement.



SCHOOLS AS COMMUNITY CENTERS

Schools as centers for learning and service (e.g., fitness centers, technology training, health services) strengthen community partnerships and interaction.

DEVELOPING PERSONAL ADVOCACY

Developing stakeholders who are advocates for students and accept personal responsibility to improve their lives.

COLLECTIVE PROBLEM-SOLVING

Community groups and agencies act collectively with educators to solve school and community problems.

RESOURCES AND STRATEGIES TO CONSIDER:

A Variety of Articles on Stakeholder Involvement are Found at this Site:

- <http://www.childrensaidsociety.org/community-schools>

Ideas on Stakeholder Involvement Presented in the Following Booklet:

- <http://access.k12.wv.us:1081/attach/GettingInvolved.pdf?sid=NIa01VOLers&mbox=INBOX&uid=23676&number=9&filename=GettingInvolved.pdf>

National Standards for Family-School Partnerships

- http://www.pta.org/Documents/National_Standards_Implementation_Guide_2009.pdf

Action for All: The Public's Responsibility for Public Schools (Executive Summary)

- http://www.publiceducation.org/pdf/Publications/National_Poll/April_2001_Action_for_All.pdf

Principles of Effective Partnerships

- <http://sparkaction.org/sites/sparkaction.org/files/nydic/images/pdfs/principleffectpartnerscbo.pdf>

IMPLICATIONS FOR SUPERINTENDENT ACTIONS:

4 To Accelerate Innovation and Transform Schools to Address Global21 Demands

Many current school organizational and instructional processes were designed more than 100 years ago to meet the needs of an agrarian and industrial age. We must challenge these age-old ways of doing business and create schools that reflect how our children will live and learn today and in the future.

We must invest in scalable innovations and rethink policies and code that limit our teachers' and principals' abilities to serve our students well.

As we move forward, we must realize technology is an essential tool in the educational process; we must use its expansive power to make us more efficient and to personalize and enrich the learning process.

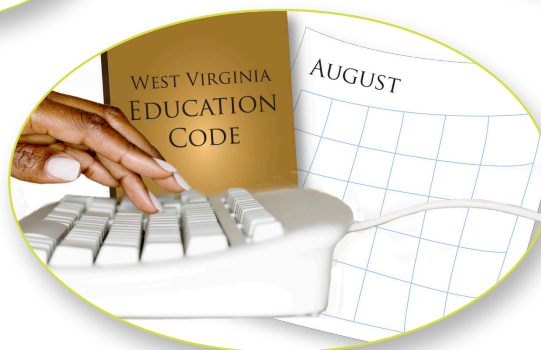
We must help our public understand that investment in education is essential. Without a major investment in technology infrastructure on the front end, we cannot make the substantial leap forward that is necessary for our country's future and our children's success.

FOSTERING CREATIVITY

Nurturing student and educator creativity in school and classroom practices.

REMOVING BARRIERS

Removing and/or developing code and policy to promote innovation.



DIVERSE LEARNING VENUES

Learning spaces beyond the walls of the school provide face to face and digital anywhere and anytime learning.

EXPANSION OF PROMISING PRACTICE

Supporting, studying and scaling up promising practice.

TWENTY-FOUR SEVEN DIGITAL LEARNING

Twenty-four seven learning systems driven by the power of technology expand time and opportunity for learning.

RESOURCES AND STRATEGIES TO CONSIDER:

Yong Zhao Talks about Innovation and Accountability in Education:

- <http://www.youtube.com/watch?v=tNpZ60IJ42o>

Brief Position Paper from the Brookings Institute

- <http://access.k12.wv.us:1081/attach/spurring%20innovation%20through%20ideas.pdf?sid=8z3zAyk5tOY&mbox=INBOX&uid=23694&number=4&filename=spurring%20innovation%20through%20ideas.pdf>

What Does a 21st Century Classroom Look Like? A Few Questions from a 21st Learner

- <http://www.youtube.com/watch?v=oxYhLDHC1VM&feature=related>

The Education Innovator, October 29, 2010 Time and Learning

- <http://www2.ed.gov/news/newsletters/innovator/2010/1029.pdf>

The Education Innovator, December 7, 2010 Transforming Education with Web-based Curricular and Instructional Resources

- <http://www2.ed.gov/news/newsletters/innovator/2010/1207.pdf>

The Education Innovator, August 27, 2010 Innovating to Meet High Expectations in Challenging Times

- <http://www2.ed.gov/news/newsletters/innovator/2010/0827.pdf>

IMPLICATIONS FOR SUPERINTENDENT ACTIONS:

Our Pathway

The work ahead cannot be viewed as a sprint of quick fixes. Our work ahead will be more like a triathlon than a sprint, work requiring persistence, a variety of skills, and a long-term view of creating lasting improvements. To be successful, we must exhibit improved skills of strategic planning and continuous improvement. We must work more closely with schools and teachers, monitoring implementation of our policies and programs, getting feedback, and making adjustments as necessary. Many great ideas fail, not because they are without merit, but due to poor implementation. As we plan and implement our work, we must think as intentionally about the **how** of the work as we do about the **what**. Our leadership initiatives must be coherent across the state and demonstrate a cohesive, well-planned approach to change.

Our Promises

When we accept the role as leaders in public education, we also accept the responsibility and accountability for bringing about results. This is the promise we make to our children and the obligation we have to the taxpayers of West Virginia. This means being clear about the results we want for our children and creating transparent and pervasive accountability systems to measure our progress. We must earn the trust and respect of our stakeholders by being accountable for the results that matter. Furthermore, the valued outcomes we want for our children should drive all our actions. These valued outcomes are:

1. **KNOW** - All students will meet or exceed state, national and international curriculum standards that incorporate the acquisition of 21st century skills through engaging opportunities in the arts, world languages, health, physical education and career/technical education as well as the core subjects of reading/English/language arts, mathematics, science and social studies.
2. **BEHAVE** - All students will develop the personal skills and dispositions of wellness, responsibility, self-direction, ethical character, cultural awareness and good citizenship in an environment that is caring and safe.
3. **ACCOMPLISH** - All students will graduate from high school prepared for post-secondary education and career success through personalized pathways and guidance that focus students on productive and satisfying lives.

Our Purpose

The most important aspect of our journey is **OUR PURPOSE**. Each of the elements of our journey discussed in this Institute: the importance of acting now; the four key priorities for action; the Pathway; and the accountability Promise are designed to bring about what we must accomplish for our students. Sometimes, those things are best expressed in a few words. These are mine. What I want for West Virginia students are the same things I wanted for my own, now grown, children:

“Good Kids Doing Great Work”

Developing students who are healthy, responsible, and self-directed and who have the knowledge and Global21 skills that will bring them satisfying and productive lives.

