

PIEDMONT UNIFIED SCHOOL DISTRICT SHAPING OUR FUTURE

OCTOBER 23 2009

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- JUNE MONACH } THANKS for HER LEADERSHIP
- PIEDMONT EDUCATION EDN. } THANKS for GRANT
- PLANNING COMMITTEE } we APPRECIATE YOUR WORK!

SHAPING OUR FUTURE
ROOM for IMPROVEMENT

WHAT DOES WHOLE "MAP" LOOK LIKE?
& SHORT & LONG TERM DESTINATIONS

BRING YOUR THOUGHTS TOGETHER as an EDUCATIONAL COMMUNITY

Think about:

FUTURE

- MISSION
- VISION
- PRIORITIES
- ONGOING PROCESS of COMMUNITY ENGAGEMENT

NEED to DEFINE the "WHAT"...

WHAT'S BEST for the KIDS?

BEST EDUCATION?

HOW to DEFINE?

THIS IS A CRITICAL TIME for US!

BUDGET



NEED to DETERMINE SHORT & LONG TERM GOALS

FOCUS ON the ISSUES...
Not on the individual GROUPS

PRETEND YOU ARE ON SCHOOL BOARD...

SUSPEND YOUR INDIV. PERSPECTIVE

THINK DEEPLY...

THINK CREATIVELY...

THINK ABOUT INTEGRATING IDEAS...

THINK of the BIG PICTURE...



EMILY SHEPARD

Overview

On October 23, 2009, approximately 75 members of the **Piedmont educational community** came together to discuss and think about the District's future. Participants representing the educational community included faculty, administrators and staff; board members; students and parents; and parent clubs and other organizations that have an interest in Piedmont schools. The workshop was funded by the Piedmont Education Foundation. A second workshop is planned December 11, 2009.

Key Questions Discussed

What should our educational program look like to prepare students for life in the 21st century?

What priorities affect our ability to achieve our mission and move toward our future?

Meeting Feedback

Based on feedback received during the meeting and on evaluation forms, participants enjoyed the morning session tremendously. This involved focusing on the future of the district through a series of conversations, café-style with other participants, followed by large group discussion with a graphic recorder. (See subsequent figures.)

In the afternoon session, participants heard a presentation on existing budgetary constraints and were asked to think about programmatic priorities given the envisioned future and constrained budget. Participants felt that the afternoon session was disconnected from the visioning. They were unable to participate effectively and have a focused conversation on these topics.

Next Steps

The participants will share insights and reflections on the conversation with others in the community and meet again in December to continue the planning process.



STUDENT PERSPECTIVE:



lots of kids focus only on THIS

We'd be more INTO THIS... IF we got to CHOOSE what we're learning

THIS COMPETITIVENESS is part of what makes PIEDMONT such a great school system!

TOO MUCH EMPHASIS on GRADES



WHAT NEEDS TO CHANGE?

MORE TIME for teachers

- Built in time
- Allows for collaboration/team teaching

IF TEACHERS Had an Administrative Assistant...

Need to let ourselves take RISKS...
Be WILLING to CHANGE

FREEDOM from STATE STANDARDS!

SO WE CAN TEACH OUR PASSION

Find PARTNER in DEVELOPMENT

USE OTHER CURRICULA that's NOT STATE-APPROVED

We don't have to INVENT THIS ourselves... THERE are MODELS out there!!

We'll need to Change to SURVIVE !!

STATE needs to CHANGE how it DEVELOPS the BUDGET!

We need to be LOUD!



Need to PUSH past PARENTAL MINDSET

I don't want my child LEFT BEHIND!!

How to manage the CHANGE of multi-grade classrooms?

How to shift to a place of PARENT SUPPORT... not PARENT CONTROL



I want my child in that HIGHER MATH CLASS!

PARENT DIALOGUE EDUCATIONAL EXPERTS & TEACHERS

Need an UNDERLAY of COMMUNICATION OF ALL THESE CHANGES

- This will help us get ADOPTERS & SUPPORTERS

DEPTH & BREADTH OF CURRICULUM

ADVANCE CURRICULUM to FUTURE

RECRUIT/RETAIN QUALIFIED TEACHERS & support STAFF

ADEQUATE TEACHER TIME outside CLASSROOM

ADDITIONAL TEACHING SUPPORT STAFF

ADEQUATE K-12 ADMIN. SUPPORT

MAINTAIN or DECREASE CLASS SIZE

EXTRA-CURRICULAR PROGRAMS

Capitalize on teacher collaboration ↗

↑ Integrated

ADDITIONAL STUDENT SUPPORT SERVICES

MAINTAIN OR INCREASE LENGTH OF SCHOOL DAY/YR.

Need CLEAR GOALS... to be ACCOUNTABLE FOR

How we PRIORITIZE is imp't

THESE CATEGORIES are not as connected to OUTCOMES...

WE'VE HAD THIS LIST for 10 YEARS...

THESE REFLECT our morning conversation - old ideas, we'll use them differently

WHERE in these categories are we REACHING BEYOND PIEDMONT'S BORDERS?

MAIN ROADBLOCK = \$ MONEY

delete Extra Curriculum Activities

Everything under support svcs should go under DEPTH/BREADTH of curriculum

TEACH EMOTIONAL SOCIAL Consider WHOLE STUDENT

FLEXIBILITY ALTERNATIVE Delivery Methods

- SERVICE LEARNING
- IMMERSIVE
- REAL WORLD TEACHING

INDIVIDUALIZED ASSESSMENTS Student | Teacher

INFRASTRUCTURE BUILDINGS NETWORK

CROSS CURRICULUM MODEL

ROP AP MULTI-GRADE (CURRICULUM & BUDGET)

GLOBAL REACH - outside of Piedmont