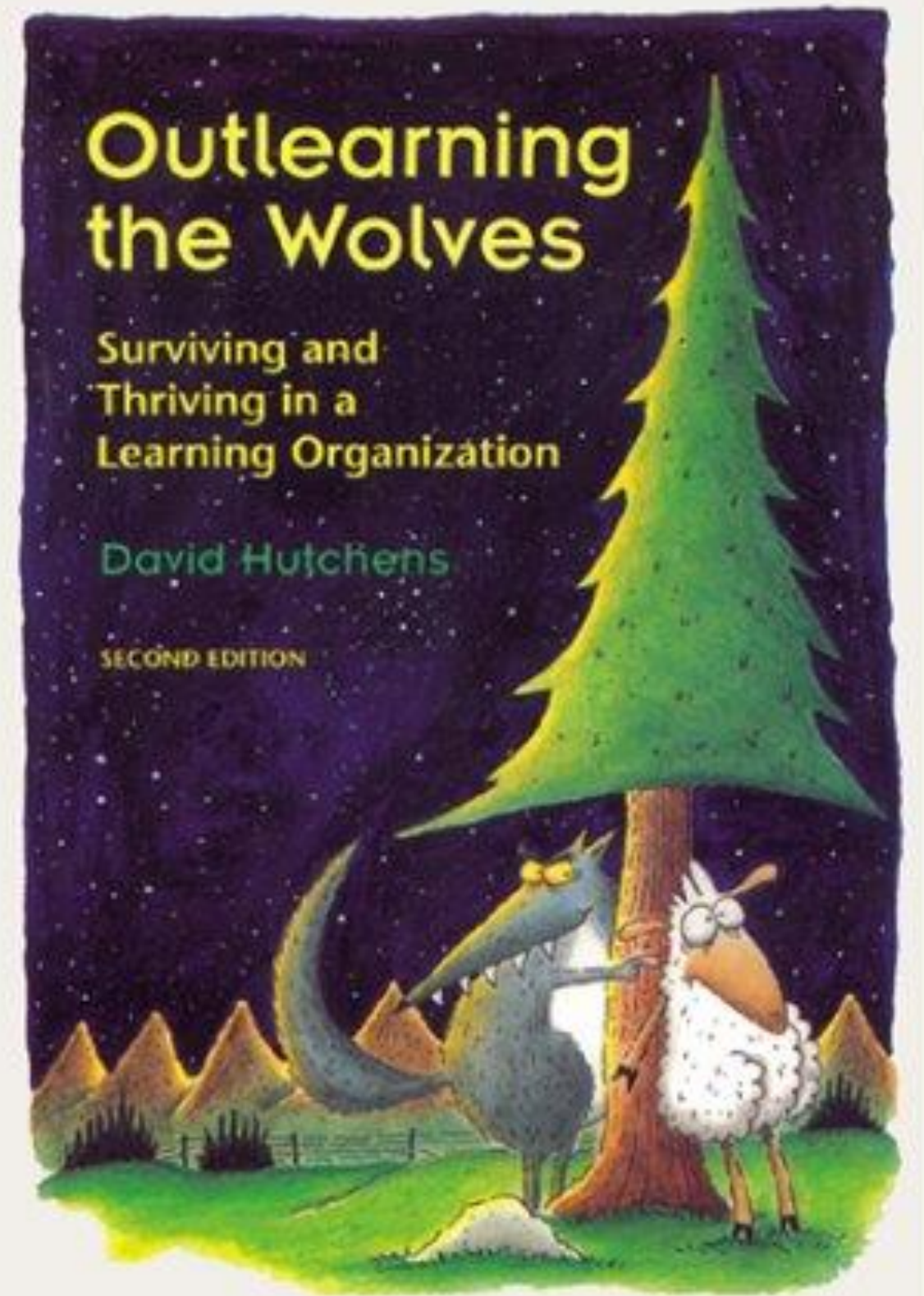


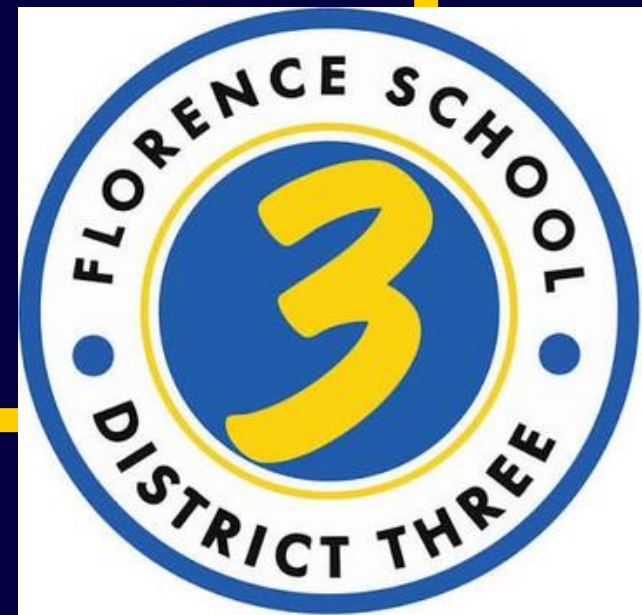
COLOR ASSESSMENT

GOLD, BLUE, GREEN, OR ORANGE



Illustrated by Bobby Gombert

WHAT IS YOUR
WHY?



WHAT ARE OUR CORE VALUES?

1. COLLABORATION
2. ACCOUNTABILITY
3. EFFICACY
4. TRANSPARENCY

TRANSACTIONAL LEADERSHIP VS. TRANSFORMATIONAL LEADERSHIP



Differences Between Transactional and Transformational Leadership

Transactional Leadership

- Leadership is responsive
- Works within organizational structure and never deviates
- Maintains the status-quo
- Objectives are achieved through a reward/punishment system

Transformational Leadership

- Leadership is proactive
- Constantly seeking to improve organizational structure with new ideas
- Promotes innovative ideas to solve problems
- Objectives are achieved through motivation to better for the good of the group

WHAT IS THE ROLE OF EACH LEVEL?

SCHOOL LEADERSHIP

1. CULTIVATE A HEALTHY COLLECTIVE FOCUS
2. CULTIVATE A COLLABORATIVE CULTURE
3. CULTIVATE ACCOUNTABILITY

DISTRICT LEADERSHIP-MARZANO

DISTRICT LEADERSHIP

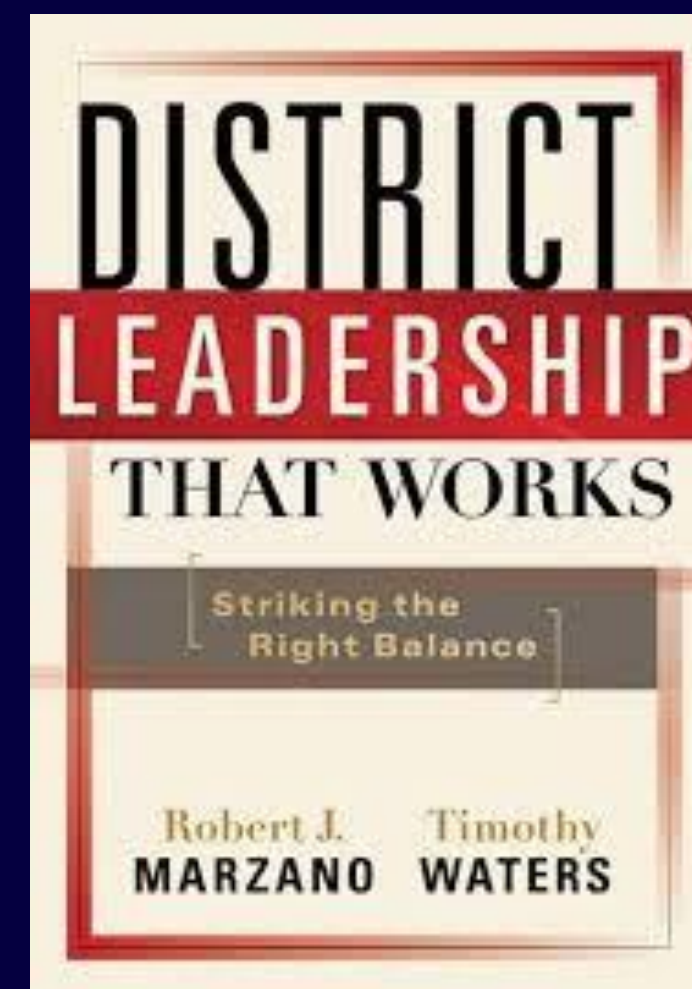
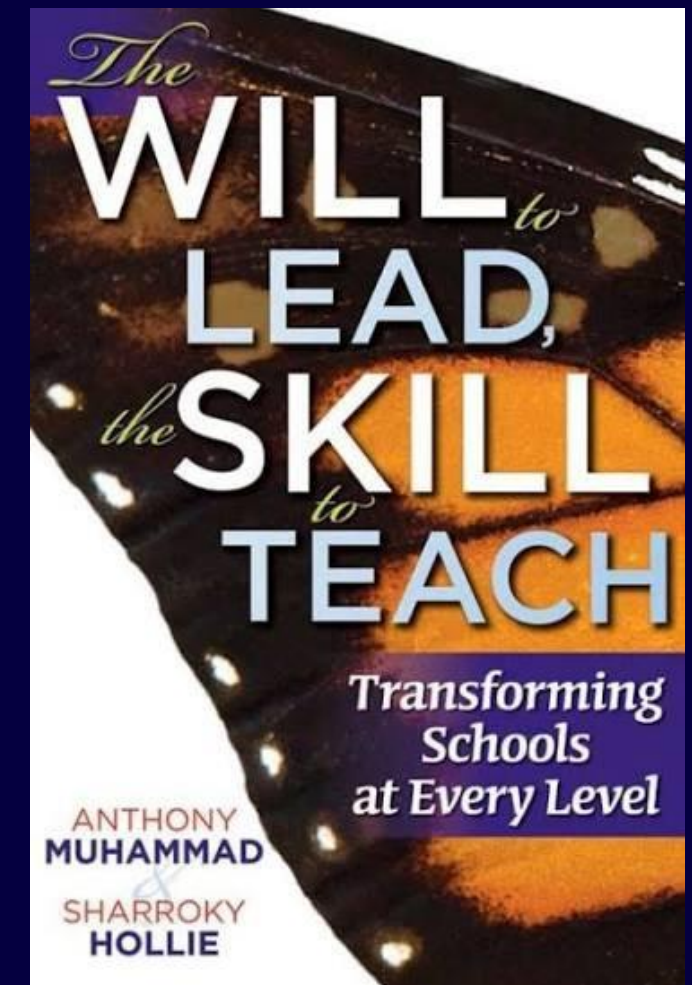
SHEPPARD, BROWN, AND DIBBON (2008)

1. ESTABLISHING COLLABORATIVE CULTURES
2. THINKING STRATEGICALLY AND DEVELOPING ADAPTIVE LEARNING TECHNIQUES
3. PLANNING PROFESSIONAL DEVELOPMENT AND BUILDING CAPACITY

MARZANO AND WATERS

1. ENSURING A COLLABORATIVE GOAL SETTING
2. ESTABLISHING NON-NEGOTIABLE GOALS FOR ACHIEVEMENT AND INSTRUCTION
3. CREATING SCHOOL BOARD ALIGNMENT WITH AND SUPPORT GOALS
4. MONITORING ACHIEVEMENT AND INSTRUCTIONAL GOALS
5. ALLOCATING RESOURCES TO SUPPORT THE GOALS FOR INSTRUCTION AND ACHIEVEMENT

SOLAR SYSTEM EXAMPLE



ESTABLISHING NON-NEGOTIABLE GOALS FOR ACHIEVEMENT AND INSTRUCTION

1. CURRICULUM

FLORENCE SCHOOL DISTRICT THREE IS COMMITTED TO IMPLEMENTING TIER I, RIGOROUS, STANDARDS-BASED CURRICULUM WITH FIDELITY AND HIGH EXPECTATIONS FOR EVERY STUDENT.

2. ASSESSMENT

FLORENCE SCHOOL DISTRICT THREE WILL USE AN ALIGNED ASSESSMENT SYSTEM TO MONITOR STUDENT LEARNING AND GUIDE INSTRUCTIONAL DECISIONS.

3. INSTRUCTION

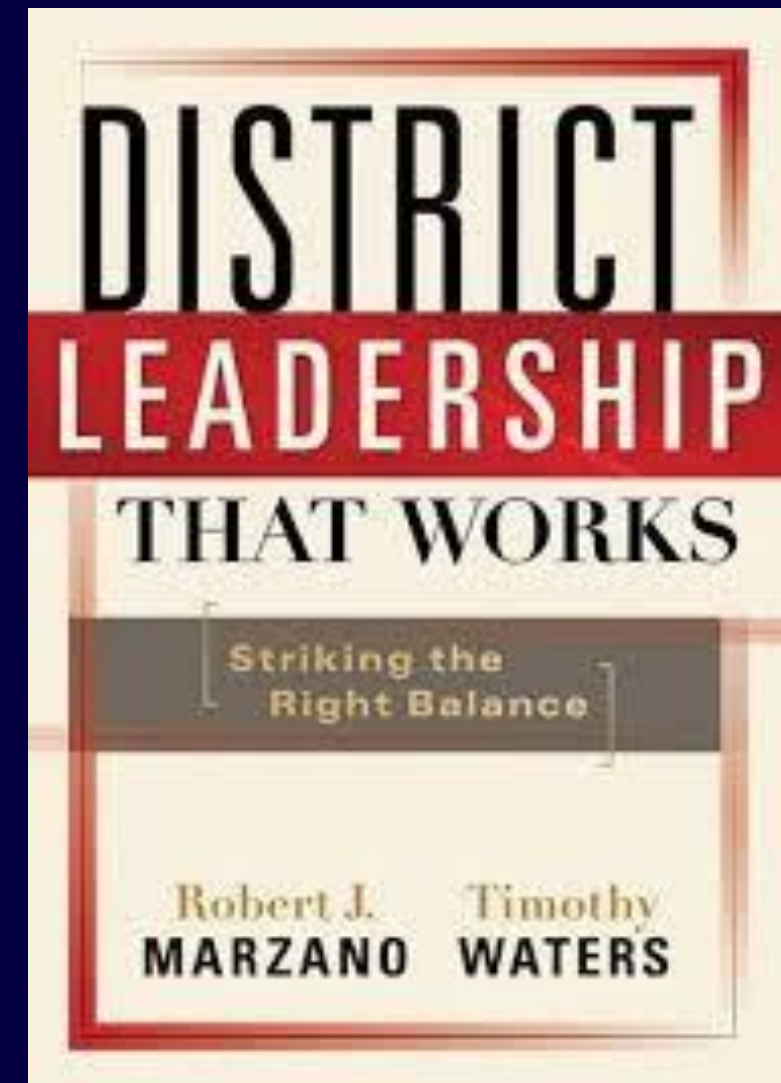
TEACHING AND LEARNING THROUGHOUT FLORENCE SCHOOL DISTRICT THREE WILL REFLECT A SHARED UNDERSTANDING OF WHAT STUDENTS SHOULD KNOW, UNDERSTAND, AND BE ABLE TO PERFORM AND WILL BE BUILT ON FLORENCE THREE'S INSTRUCTIONAL MODEL.

4. COMMUNICATION

FLORENCE SCHOOL DISTRICT THREE BELIEVES STRONG PARTNERSHIPS BETWEEN SCHOOLS, FAMILIES, AND COMMUNITY ARE ESSENTIAL.

5. POSITIVE LEARNING ENVIRONMENT

FLORENCE SCHOOL DISTRICT THREE IS COMMITTED TO PROVIDING SAFE, SUPPORTIVE, AND ENGAGING LEARNING ENVIRONMENTS WHERE EVERY STUDENT FEELS VALUED AND EMPOWERED TO SUCCEED.



2030 VISION!!!

VISION CASTING ACTIVITY

MRS. MARY HOWARD

THEME: “STRONGER TOGETHER: OWNING THE WORK, BELIEVING THE IMPACT”

SUCCESS IS NOT BUILT BY INDIVIDUALS WORKING ALONE; IT IS BUILT THROUGH TEAMWORK, SHARED RESPONSIBILITY, AND CONFIDENCE THAT OUR EFFORTS MATTER.

NON-NEGOTIABLES

- COLLABORATION- WORKING TOGETHER WITH TRUST, COMMUNICATION, AND SHARED GOALS.
- ACCOUNTABILITY-TAKING OWNERSHIP OF ACTIONS, OUTCOMES, AND COMMITMENTS.
- EFFICACY- BELIEVING THAT OUR WORK HAS THE POWER TO POSITIVELY IMPACT EVERY STUDENT.
- TRANSPARENCY-THE QUALITY OF BEING OPEN AND HONEST; IT MEANS INFORMATION AND PROCESSES ARE READILY AVAILABLE AND UNDERSTANDABLE, ENSURING THERE ARE NO HIDDEN AGENDAS.

TAGLINE:

- UNITED BY PURPOSE, DRIVEN BY IMPACT