

DAYTON

INDEPENDENT

SCHOOLS

INSPIRE!



ENGAGE!



GROW!



The Mission of Dayton Independent Schools is to **INSPIRE**, **ENGAGE**, and **GROW** each of our Students.

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Vision Statement

The vision for Dayton Independent Schools is to become a **Distinguished District**. Our goal of becoming a **Proficient District** was met in the **Spring of 2016**.

Proficiency goals are established by the Kentucky Department of Education and can be found in our School Report Card.

	Proficiency Goal	Current Score
District	66.2	68.7
LES	67.2	64.8
DMS	65.8	68.4
DHS	70.2	71.3

A vision statement is what our organization wants to become. It is a picture of the desired future and where we see ourselves **GROWING**.*

The accompanying belief statements outline our core beliefs, behaviors, and serve as our “code of conduct.”

*Spence, John (2009). Awesomely Simple.

Mission Statement

The Mission of Dayton Independent Schools is to **INSPIRE, ENGAGE, and GROW** each of our Students.

A mission statement describes what an organization is all about: its purpose and primary objectives. It answers three key questions:

- Whom do we serve?
- What is the benefit to our stakeholders, community, and the world?
- Why does this organization exist?*

The Golden Circle

Start With Why by Simon Sinek

WHAT? We are educators.

HOW? Teach, Model, Counsel, Coach, Mentor, Nurse, Police, Feed, Clean, Transport, and Connect.

WHY? To Inspire, Engage, and Grow.



“It all starts with clarity. You have to know WHY you do WHAT you do. If people don’t buy WHAT you do, they buy WHY you do it, so it follows that if you don’t know WHY you do WHAT you do, how will anyone else?” – **Simon Sinek****

*Spence, J. (2009). Awesomely Simple.

**Sinek, S. (2009). Start with Why.

We INSPIRE our students through our actions, our stories, and our beliefs so they can become whatever they want to become.

Inspire means to fill someone with the urge or ability to do or feel something. **It means helping people envision being better than they currently are.** It also means “in spirit.” We believe that to improve, or progress, you must first be inspired. **When schools are INSPIRED there is a will to strive towards Academic Excellence.**

Research indicates that over 50 percent of the academic outcomes of school-age children stem not from public policy, but from what the teacher does in the classroom.* Teaching matters more than any other factor in a student’s school years.

Rita Pierson said it best in her Ted Talk: **“Is this job tough? You betcha...we are born to make a difference!”**

http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

*Hattie, J. (2003, October). Teachers make a difference.

INSPIRE

We believe in leading by example.

Actions speak louder than words.

Coach John Wooden was fond of a little verse:

*No written word or spoken plea,
Can teach your team what they should be,
Nor all the books on the shelves,
It's what the leader is himself.*

A leader (teacher) also recognizes the importance of building and modeling strong relationships with students as strong student-teacher relationships are in the top 10 of all student achievement factors.* Our students show up to school in a variety of states. These states range from anticipation, confidence, and intrigue to frustration, anger, and hopelessness. The research is clear that good role modeling and building positive relationships support better achievement.

*Jensen, E. (2013) Engaging Students with Poverty in Mind.

INSPIRE

We believe motivation is driven by passion.

We know that a great teacher has a strong “WHY” for what they do. **Great teachers choose the profession of teaching to make a positive difference to others.** Teaching is not a job, it is a calling. We know that great teachers enjoy their jobs and show their passion! Passion is the powerful classroom motivator that tells students that we care about what they do and why they do it. Passion is what gets students curious, excited, and inspired.*

Passion comes in your words, but also in your body language. Nonverbal communication is possibly the most powerful communication form. Students pick up nonverbal clues from their teachers facial muscles quickly – usually in under 50 milliseconds.**

Remember, passion is contagious!

*Brophy, J.E. (2004) Motivating students to learn.

**Carbon, C.C. (2011) The first 100 milliseconds of a face.

INSPIRE

We believe attitude drives ability.

There are many things in life that people can't choose. However, attitude is something that we can choose! **We know that our teachers need to be on a daily mission to build attitude, increase effort, maximize capacity, and improve behavior.***

We know that attitudes are formed from experiences. As a school we are focused on creating a climate in which each student has positive experiences each day. We agree with Eric Jensen when he states, **“A positive climate is one the greatest gifts a teacher can give his or her students.** Teachers are more than the weather reporter; they are the weather creator!”*

Football coaching legend Lou Holtz put it best by stating, “Your talent determines what you can do. Your motivation determines how much you are willing to do. **Your attitude determines how well you do it!”***

- Holtz, L. (1998) Winning Every Day.

INSPIRE

We believe enthusiasm is contagious.

One of Coach John Wooden's cornerstones in his Pyramid of Success is enthusiasm. It is defined as **“you must truly enjoy what you are doing.”***

Wooden believed that success was unattainable without enthusiasm. As a teacher we know that the energy, drive, and dedication we exude stimulates the students we teach. **Enthusiasm is infectious and it must ignite the learning in our students.**

A positive class climate is filled with what has been termed **“academic optimism.”**** We know that positive, high-energy classrooms reflect passionate, skilled, and smart teaching.***

**People want to work and be around
enthusiastic teachers!**

*Wooden, J., Jamison, S. (2005) Wooden on Leadership.

**Hoy. (2006) The significance of collective efficacy.

*** Jensen. (2013) Engaging Students with Poverty in Mind.

We ENGAGE our students in learning experiences that allow for each student to be an active and passionate learner.

We know that to truly understand content students must be actively engaged in the learning process. We also know that good teachers matter more than curriculum, the administration, or what students eat for breakfast.* So it is vital that **teachers create an active and engaged learning experience for students.** We know that passive students cannot be reached unless an encouraging learning environment is carefully created in order to invite active participation. An important principle behind active learning is that it must involve both an **experience** (through the act of doing or observing) and a **dialogue** (either with the self or with others). Teachers must create a **supportive intellectual and emotional environment** that is needed before any real discussion can take place.

We believe that we need to make school the best part of a student's day.

*Jensen. (2013) Engaging Students with Poverty in Mind.

ENGAGE

We believe our students should be challenged at all levels.

We agree with Eric Jensen when he calls for teachers to “raise the bar.” Jensen describes the normalcy principle as a psychological principle that one uses to predict the future based on the past. “It is very natural for students to believe what they grow up in, behaviors they view, expectations set for them, and opportunities provided for them are to be normal.”*

Teachers’ expectations are critical to student success. One study found that teachers’ expectations of students had a staggering effect on student achievement.*

A teacher must remember to walk the fine line between teaching and telling. Abraham Lincoln concluded that **“The worst thing you can do for those you love are those things they can and should do for themselves.”**

*Jensen. (2013) Engaging Students with Poverty in Mind.

ENGAGE

We believe every student has the ability to learn and achieve.

“Always bear in mind that your own resolution to succeed, is more important than any other one thing.” – Abraham Lincoln

Teachers must clearly explain the subject matter being taught, and must explain **why** learning the subject matter is important. The more modalities (visual, auditory, kinetic, verbal, and experimental) the teacher can use, the longer the information will be retained by students.

Thomas Edison might be the best example of this as he was considered to be a “dull student” and asked to leave school. He went on to have 1,093 patented inventions, including the electric light.

The question we need to ask ourselves is “How can they learn best?” not “Can they learn?”

ENGAGE

We believe understanding is more important than remembering.

Our goal is to move beyond the “**twin sins**” of typical instruction: **activity-focused teaching** and **coverage-focused teaching**. Wiggins and McTighe best explain this concept of understanding as **“To understand is to be able to wisely and effectively –transfer- what we know, in context; to apply knowledge and skill effectively, in realistic tasks and settings.”***

We recognize that there is a big difference between knowing and understanding. A student may know that $3 \times 3 = 9$, yet have no real understanding of how multiplication works. We agree with Wiggins and McTighe when they state, “The goal of schooling is fluent and effective performance in the world, not mere verbal or physical response to narrow prompts.”

We know that great teachers do not cover material, they allow for students to uncover it.

*Wiggins and McTighe. (2005) Understanding by Design.

ENGAGE

We believe learning needs to be Active, Authentic, and Applied.

An **active** student is an engaged student! We know that great teachers create positive mental and physical states that prime students for learning! An engaging and rigorous classroom must have energy.*

Students understand content when it is meaningful (**authentic**) to them. Students need to clearly **understand why they are learning what they are learning**. And the answer can't be so that you know it for the test. For learning to be authentic it needs to involve real-world problems, use open-ended inquiry and thinking skills, and include student directed project work.

Students must be able to **apply** what they learn in real-world situations. Knowing and using are two different things. If a student is unable to

transfer what they have learned, they have not truly learned it.

*Jensen. (2013) Engaging Students with Poverty in Mind.

We GROW our students into life-long learners who are successful members of their community.

Life-long learners have a growth mindset, not a fixed mindset. A growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts.* **What you are born with is simply a starting point.**

It is a belief that everyone can progress and grow through application, effort, and experience. We believe that our students must become life-long learners and that we never stop learning and growing. Benjamin Barber said it best, “I don’t divide the world into the weak and the strong, or the successes and the failures...**I divide the world into the learners and the non-learners.**”

“Test scores and measures of achievement tell you where a student is, but they don’t tell you where a student could end up.”*

*Dweck. (2006) Mindset.

GROW

We believe success comes from hard work.

Legendary Super Bowl Coach Vince Lombardi said, **“The harder you work, the harder it is to surrender.”**

Industriousness is one of the cornerstones of Wooden’s Pyramid of Success as he states, **“There is no substitute for hard work.”**

Motivational speaker, Jim Rohn, is often quoted, “Don’t wish your life were easier, but instead focus on **making yourself better**. Don’t wish for fewer problems, wish for more skill.”* We know that to get better you must put in the work.

We believe that success is not coming to you, you must come to it. There is no ship that is

going to come in, you must swim out to that ship and pull it in to shore!

Don't be outworked!

*Rohn. (2011) Philosophy for Successful Living.

GROW

We believe in progress.

Change is automatic, but **progress** is not.

All things change. Our yards change, our lives change, our bodies change, and our children change. **But do they really progress?**

We agree with Albert Binet, the inventor of the IQ test. Binet recognized it's not always the people who start out the smartest who end up the smartest.

Coach Wooden best describes progress when he defines success:

“Success is the peace of mind, which is the direct result of self-satisfaction in knowing you made the best effort to do your best to become the best that you are capable of becoming.”*

*Wooden, J., Jamison, S. (2005) Wooden on Leadership.

GROW

We believe growing is continuous.

John Wooden is quoted as saying, **“A leader who is through learning is through.”*** We know that teachers are leaders and teachers must model that learning never stops.

We know that destiny is not fixed. Our students can and will go on to be engineers, poets, computer scientists, construction workers, engineers, pilots, policeman or presidents – **if they believe that they really can learn.***

“If parents want to give their children a gift, the best thing they can do is to teach their children to

love the challenges, be intrigued by mistakes, enjoy effort, and keep on learning.”**

Remember, “If you are green you are growing, if you’re ripe, you’re rotting.”

*Wooden, J., Jamison, S. (2005) Wooden on Leadership.

**Dweck. (2006) Mindset.

GROW

We believe perseverance is part of learning.

“Great works are performed, not by strength, but by perseverance.” – Samuel Johnson

We believe that the world can be divided into two groups: the learners and the non-learners. Carol Dweck calls those that believe their abilities are “fixed” at birth believe in the fixed mindset. We believe in the growth mindset; in that you are not born “smart,” **but smart is something you become.***

A great example of perseverance is Thomas Edison. He failed over 1,000 times in attempting

to invent the electric lightbulb. He is quoted as saying,

“I didn’t fail 1,000 times. I found 1,000 ways that didn’t work.”

*Dweck. (2006) Mindset.

Resources:

Reflective Questions for Teaching

Closing the Attitude Gap: Baruti Kafele

Who are you?

What are you about?

What is your most recent evidence?

1. Do I believe in my students?
2. Do I have a passion for teaching them?
3. Do I have a purpose for teaching them?
4. Do I treat teaching them as a mission?
5. Do I have a vision for what I expect of them?
6. Do I set incremental and long-range goals for them to achieve?
7. Do I plan each day thoroughly toward their success?
8. Do I see myself as a role model for them and always conduct myself as a professional?
9. Do I see myself as the number-one determinant of their success or failure?

10. Do I conduct daily self-reflections and self-assessments of my practice of teaching them?

Take a Look in the Mirror

1. Is the individual looking back at you passionate about teaching?
2. Is the individual looking back at you passionate about children?
3. Is the individual looking back at you passionate about growing professionally?

Engaging Students with Poverty in Mind: Eric Jensen

Seven Engagement Factors

1. **Health and Nutrition:** People living in poverty are less likely to exercise, get proper diagnoses of health problems, receive appropriate and prompt medical attention, or be prescribed medications and interventions. Poor nutrition poses a strong risk to students' learning and engagement. Poor health and nutrition cannot be ignored.
2. **Vocabulary:** A six-year study found that by age 3, the children of professional parents were adding words to their vocabularies at about twice the rate of children in welfare families. Both the quantity and quality of phrases directed at the children by caregivers correlated directly with income levels.
3. **Effort and Energy:** There is no "inherited laziness" passed down from poor parents to their children. Poor people simply work at lower-paying jobs. Effort matters a great deal in learning. When you are affirmed, challenged, and encouraged, you work harder. A student who is not putting in effort is essentially telling you that your teaching is not engaging.
4. **Mind-Set:** Research suggests that lower socioeconomic status often correlates with a negative view of the future and a sense of helplessness. When it comes to success in school, mind-set is a crucial internal attitude for both students and teachers. Teachers' positive, growth-oriented mind-sets can help compensate for students' negative mind-sets.

5. **Cognitive Capacity:** IQ is not fixed, and we can influence many factors affecting it. Students with low cognitive capacity are ripe for an engaging teacher who is willing to teach the core cognitive skills that lead to academic success.
6. **Relationships:** All children need reliable, positive adults in their lives. In poor homes, the ratio of positive (affirmations) to negative (reprimands) is 1-to-2. Contrast this to 6-to-1 positives-to-negatives ratio in homes of higher income families. Many poor students come to school with a narrower-than-expected range of appropriate emotional responses. Many simply do not know how to behave.
7. **Stress levels:** Children raised in poverty are more likely than their affluent peers to experience both acute and chronic stress. The frequency and intensity of both stressful life events and daily hassles are greater among low-SES children.

Teaching Students With Poverty in Mind: Eric Jensen

Poverty Impedes Healthy Social and Emotional Development

Early in his book, Jensen discusses the many challenges that children from families with low socioeconomic status (SES) tend to experience. They are more likely than their peers of higher SES to live in unstable, chaotic households in neighborhoods with higher rates of crime, more safety hazards, and less green space. Studies show that they tend to watch a greater amount of TV, spend less time outdoors, and have fewer cognitive enrichment opportunities than their higher-SES peers.

In addition, Jensen explains how depression, chemical dependence, and hectic work schedules are common among low-income parents, who tend to be more stressed out and less emotionally responsive to their children. This in turn undermines the strength of the parent-child attachment—a bond that predicts the quality of all future relationships. These and other factors, working in synergy, can result in social, emotional, and cognitive impairment in children, which can lead to the adoption of risky behaviors and a host of negative life experiences.

Poverty Can Result in a Narrower Range of Emotional Responses

Low-SES children often come to school with a narrower range of appropriate emotional responses to the socially complex school environment. Jensen explains that from birth we are all hard-wired to experience six emotions—**sadness, joy, disgust, anger, surprise, and fear**—whereas other emotional responses (such as humility, shame, and compassion) are learned responses

from caregivers. If we think of the range of emotions as the notes on an “emotional keyboard,” children who grow up in poverty may come to school able to play only a few notes.

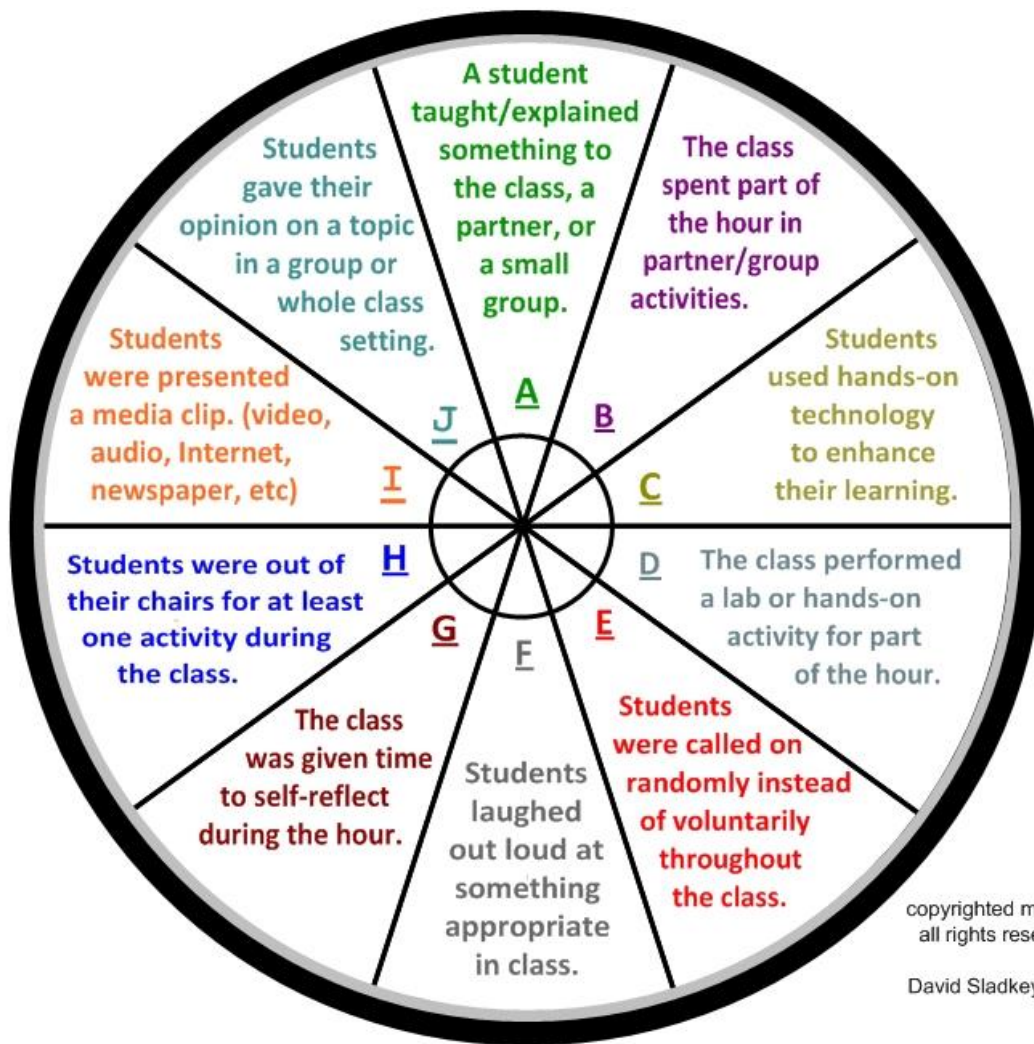


The emotional brain can be represented by a keyboard on which children from poverty use fewer keys than well-off children. The six responses represented by the darker shading on the keyboard and in the center box are hardwired in our DNA. The responses represented by the lighter shading must be taught.

Create your own at StoryboardThat.com

Be Mindful of the Twin Sins of Instruction

Activity Focused Coverage Focused



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David Sladkey 2013

“Success is peace of mind, which is a direct result of self-satisfaction in knowing you made the effort to do your best to become the best that you are capable of becoming.” – **Coach John Wooden**



Coach John Wooden is pictured in the upper right hand corner.

Coach John Wooden officially became “coach” on September 5, 1932 – the first day of football practice at Dayton High School. On that first Monday afternoon in September, Coach Wooden recalls how he “confidently blew my whistle to signal the start of practice, I thought I knew what I was doing.” Two weeks later he resigned as football coach.

Coach Wooden went on to coach the boys’ basketball team to his first and only losing season (6-11) in his 40-year career. He coached one more season at Dayton High and led the team to a winning season. Coach Wooden went on to coach the UCLA Bruins to 10 NCAA basketball titles and a national record 88-game winning streak.

Coach John Wooden certainly lived the Dayton Independent School’s mission to **INSPIRE**, **ENGAGE**, and **GROW!**