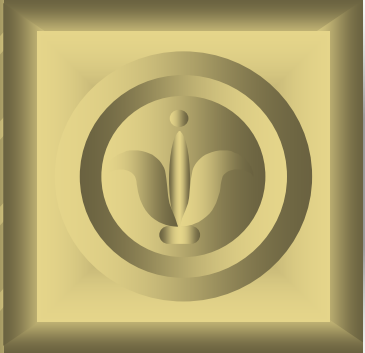


# ***NEW BEGINNINGS:***

- 
- **Service in W-JCC Public Schools**
    - **Personal Agenda**
    - **Professional Mission**
  - **A Thought on Fulfilling W-JCC's Vision**
    - **Some Thoughts on W-JCC's Mission**
    - **Professional Values**
  - **Current Professional Motivators & Interests**
    - **Immediate Goals**
    - **“Teamwork”: BOE-Superintendent Transition Workshop**

Gary S. Mathews, Ph.D.

Superintendent

Williamsburg-James City County Public Schools, Virginia

July 19, 2005

# SERVICE IN W-JCC

- **An Honor & Privilege**



- **A Public Trust**

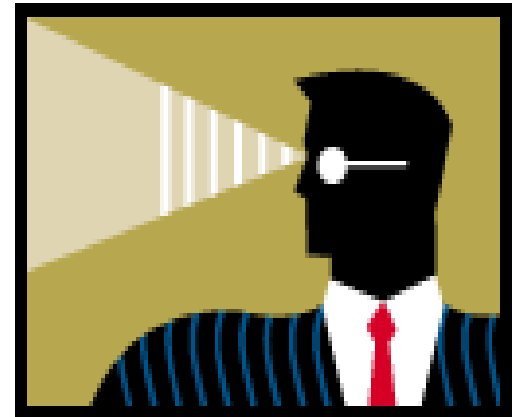
# PERSONAL AGENDA



- **Only *One*:**  
**“To  
enhance  
student  
learning  
and lives.”**
- **Politically  
“astute,” but  
apolitical**
- **The past is the  
past**
- **The *future* is  
our opportunity**
- **The Southland  
is home....**

# PROFESSIONAL MISSION

- **Teaching-for-Learning-for-All**
- **Dignity & Respect**
- **Quality**
- **“Of Service” Actions**



# Teaching-for-Learning-for-All

- Without learning, “teaching” is of no consequence.
- “All” means *all*.
- Key Questions:



- 1. What do we want students to know, do, or understand?*
- 2. How do we know if students know, are able to do, and understand what we want?*
- 3. What do we do when they don't know, are unable to do, or don't understand what we want?*

# Dignity & Respect



- **Treat others as you would like to be treated.**
- **When you don't, apologize [please].**
- **Why the above?**

*The brain “downshifts” when threatened ending optimal productivity where “team” is the theme....*

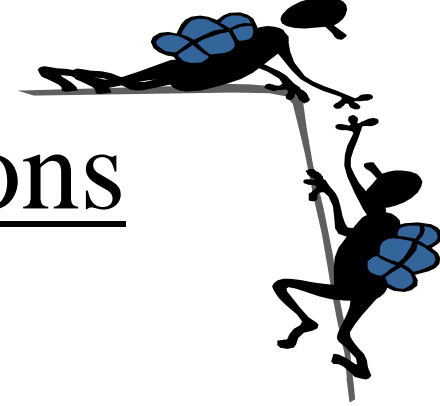
*on the job and threatening “trust” which is the **heart** of effective work*

# Quality



- “Leaders” do the *right* things (What’s best for kids?)
- “Managers” do the right things *right*. (How do we best accomplish this for kids?)
- Pay attention to the content of decisions, *but* also to the process for arriving at them if you want them implemented [well].
- Key Question:  
*Would I want this for my kid?*

# “Of Service” Actions



**“See others as your ‘customer’ providing needed or requested services given that such requests are neither immoral nor illegal nor impossible and are in keeping with the school division’s vision and mission.”**



# A Thought on Fulfilling W-JCC's Vision

- ***WE will* be a National Leader!**
- ***WE will* develop potential/meet the unique needs of each and every Student!**
- ***WE will* provide a safe, challenging, and nurturing environment!**
- ***WE will* collaborate with families and our community!**

*“In order to become all of these things, WE will have to build capacity to ‘WORK-ON-THE-WORK’ . . . . defining what the work is and where we are now in relationship to it . . . .”*

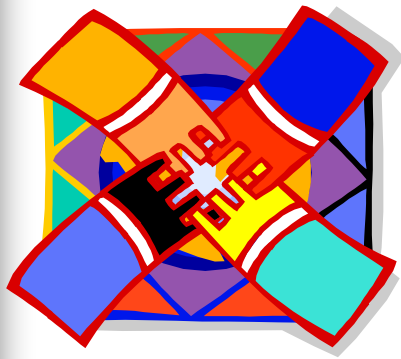
# Some Thoughts on W-JCC's Mission

- Lifelong Learning: optimally put, it is that ability to know, do, and understand that which is not confined to the “school” where learning is organized, defined, and contained, but rather hinges on the “learner,” an intelligent agent with the potential to learn from any and all of his/her encounters with the world around. [Adapted from *The Economist*, 1999] Modern experience shows that future employees will not only change jobs multiple times, they may also change occupations one or more times. WJCC must prepare students to learn throughout life [unconfined to school] so that they can adapt to the many changes ahead . . . .
- Independent Thinking: (1) that which has certain **duties**: (a) question and verify forms of convention, (b) explore and defend opposing viewpoints, and (c) to not form an opinion until necessary: (2) that which has certain **rights**: (a) to withhold your opinion, (b) to change your mind, (c) to make mistakes, (d) to say you don't know/don't care, (e) to say “no.” WJCC must prepare students to assume the duties and rights which make for a great nation conceived in independence and devoted to democracy.
- Responsible Citizenship: that which accepts responsibility for self and others: “It is in the shelter of each other that people live!” [Irish Proverb] WJCC must support accountability for students and each other within a framework of mutual dignity and respect.

# PROFESSIONAL VALUES



- **“School Improvement” (Campus Planning & Teams)**
- **Long-Range or Strategic Planning (School Division)**
- **Data-Driven, Research-Based**
- **Communication & Collaboration**
- **“Sufficient Consensus”**



## “Sufficient Consensus”

**“....after real dialogue about a particular issue has taken place and everyone has been given the opportunity to *state their case and be listened to*, if a small number of people are still not in agreement, such disagreement cannot hold the vast majority from taking action....”**

**-- Bellevue (WA) Schools**

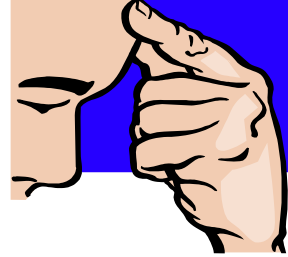
# CURRENT PROFESSIONAL MOTIVATORS & INTERESTS



## ***Good to Great* (Jim Collins, Harper Business, 2001)**

1. **Level 5 Leadership**: self-effacing, quiet, even shy—a paradoxical blend of personal humility and professional will. (Lincoln & Socrates over Patton & Caesar)
2. **First Who...Then What**: Get the right people on the bus, the wrong people off the bus, and the right people in the right seats—and then figure out where to drive it. “People are not your most important asset. The *right* people are.”
3. **Confront the Brutal Facts (Yet Never Lose Faith)**: use the “Stockdale Paradox”: have the discipline to confront the most brutal facts of your current reality, while maintaining unwavering faith that you can and will prevail.
4. **The Hedgehog Concept**: 1. What you are deeply passionate about. 2. What you can be the best in the world at. 3. What drives your economic engine (Spend on what works; *stop* spending on that which does not.)

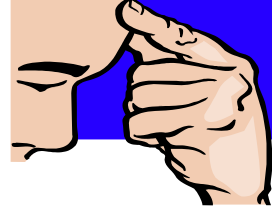
# Motivators & Interests cont'd



## *Good to Great*

5. **A Culture of Discipline**: when you combine “a culture of discipline” with “an ethic of entrepreneurship, you get the magical alchemy of great performance.
6. **Technology Accelerators**: never use technology as the primary means of igniting a transformation; yet, pioneer the application of carefully selected technologies.
7. **The Flywheel and the Doom Loop**: The “Flywheel”—1. Take “steps” forward consistent with the Hedgehog Concept. 2. Accumulate visible results. 3. People line up, energized by results. 4. Flywheel builds momentum. The “Doom Loop”—1. Reaction, without understanding. 2. New Direction, program, leader, event, fad, or acquisition. 3. Lack of buildup or accumulated momentum. 4. Disappointing results.

## Current Professional Interests & Motivators cont'd



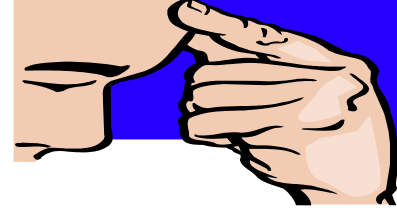
***Working on the Work* (Phillip C. Schlechty, Jossey-Bass, 2002)**

- 1. We can work on the students (cajole, threaten, bribe).**
- 2. We can work on the teachers (incent, observe, evaluate, provide “merit” pay).  
or**
- 3. We can “work on the work” (improve quality of work provided to students).**

- **Primary Task of Teachers:** provide work that students engage in and from which students learn that which it is intended that they learn.
- **Secondary Task of Teachers:** lead students to do well and successfully the work they undertake.
- **Therefore,** teachers are *leaders and inventors*, and students are *volunteers* (their attention and commitment).

# MOTIVATORS & INTERESTS

cont'd



*How to Differentiate Instruction in Mixed-Ability Classrooms, 2<sup>nd</sup> Edition* (Carol Ann Tomlinson, ASCD, 2001)

“That students *differ* may be inconvenient, but it is inescapable.” -- TheodoreSizer

“Adapting to this diversity is the inevitable price of productivity, high standards, and fairness.”

DI: that which recognizes a common body of knowledge, skills, and understandings for students to master [equity], but takes varying routes for each student to gain mastery of the intended curriculum in an optimal manner [excellence].

**DI is a teacher's response to a learner's needs:**

- >“Readiness”
- >Interests
- >Learning Profile

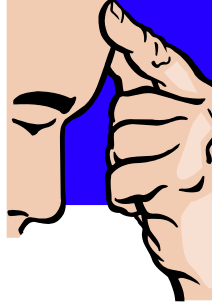
**DI is a teacher's response to curriculum:**

- >Content
- >Process
- >Product

**DI is a teacher's implementation of strategies:**

- >“High Prep”
- >“Low Prep”

# MOTIVATORS & INTERESTS cont'd



***Concept-Based Curriculum & Instruction*** (Lynn Erickson, Corwin Press, 2005)

- ***Two-Dimensional Curriculum*** is topic based emphasizing facts and skills
- ***Three-Dimensional Curriculum*** includes facts and skills, but adds concepts and principles (“big understandings”)

Curriculum in “3-D” capitalizes on “*The Structure of Knowledge*”:

- **Theory** (People migrate to meet a variety of needs.)
- **Principle or Generalization** (Migration may lead to enhance opportunity or greater freedom.)
- **Concepts** (Migration, Needs, Opportunity, Freedom)
- **Topics** (The Westward Movement)
- **Facts** (Early American settlers migrated to the West. They looked for new opportunities and greater personal freedoms.)



# IMMEDIATE GOALS

- **To implement a “Look, Listen, & Learn” tour of the district and community.**
- **To get to know students, staff, BOE, and community.**
- **To find opportunities to improve our work for students, i.e., enhance student learning and lives.**

# **“TEAMWORK”**

**“Let us put our minds together  
and see what life we can  
make for our children” – Sitting Bull**

**BOE-Superintendent Transition  
Workshop: July 21, 2005**

