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# Base Camp Pre-Work, 2009-2010: District's Future Story (Superintendents & IICs Only)

## What To Do:

- The Superintendent and IIC should work on this assignment together, completing it **before** Base Camp
- Read the sample Future Story provided in this packet
- Review the Future Story Performance Criteria provided in this packet
- Write a draft of your District's Future Story that meets the Performance Criteria
- Make enough copies of the Future Story to share with your team at Base Camp
- Bring all copies of your Future Story to Base Camp**

Complete and Bring to Base Camp

## Sample Future Story

Provided by: Donna Poole, Director of Special Programs, Washington County Board of Education  
(Written during her tenure at Wilkinson County Schools)

*Five, Four, Three, Two, One, BLASTOFF!!!!*

*Ladies and Gentlemen, welcome aboard the Shuttle Intellectus as we travel into the future to Wilkinson County Primary and Elementary Schools.*

*Our destination is rapidly approaching. Please be prepared for an awesome experience as we venture through their halls and around their campus. As we walk and visit this beautiful and clean campus, please listen carefully for the buzz and chatter of children as they learn and grow. Students will be working cooperatively in groups to explore and discover the topic of the day. Their learning and exploration carries them into each of the content areas: Language arts, Math, Science, Social Studies. Their teamwork requires application and monitoring of their individual character traits and academic skills as they follow the learning course. Responsibility and motivation are evident in all students as they participate and achieve to their maximum potential.*

*Teachers on this exploration flight are happy, energetic facilitators of learning. Teachers engage the students of Wilkinson County Primary and Elementary Schools in learning activities that are intriguing and allow for extension and application of academic and social skills. Parents and business partners are frequently visiting and volunteering their time to assist the students and staff with their learning endeavors.*

*The teachers and administrators are constantly reading and researching to find innovative and exciting learning activities to enhance the overall learning of all students. Conversations with their colleagues are positive and focus on instruction, student performance, and student welfare. Problems related to student performance, instruction and curriculum are identified and solved by the teachers and administrators collaboratively using study groups, research, and professional dialogue.*

*On our mission to visit Wilkinson County Primary and Elementary Schools please take note of the numerous smiles and overall congenial feeling of the school. The staff morale is outstanding and everyone is focused on teaching and learning. Student and staff attendance is superb. With such positive working conditions and earth-shaking accomplishments in learning, who would dream of missing being a part of this success story?*

*Ladies and Gentlemen, you are not mistaken. We are not visiting a learning institution in a new galaxy or on another planet. This state of the art learning community is in the heart of Georgia in Wilkinson County. The catalyst that initiated Wilkinson County Primary and Elementary Schools to improve was the vision of the superintendent and administrative staff. They envisioned a school district where every child did learn successfully, regardless of their background, socioeconomic status, race, religion or gender. When they coupled this belief with proven school improvement strategies, staff input, support and hard work, their goal was accomplished: no child was left behind -- or will be left behind in the future beyond the one we are glimpsing.*

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*The superintendent and administrative staff successfully led the schools through a massive school improvement initiative that encompassed defining and raising the expectations of students and staff. The staff explicitly defined "on grade level performance" in all academic and social domains and identified performance based assessments to analyze each child's performance on the defined objectives. These methods of documenting a child's performance were maintained in portfolios and were standardized for each grade level. The expectations were aligned by grade level and in relation to preceding and following grade levels. Administrators, teachers, parents, and students were then able to clearly see what was expected at each grade level and how each grade related to the other. Ambiguity in expectations and achievement became a thing of the past.*

*As land, please remember, you will experience but a glimpse into the future which will be. The mission of Wilkinson County Primary and Elementary Schools is not complete and never will be. Our mission is based on the belief that continuous improvement is a necessity for all learning organizations of today. These schools will continue to change and improve as their students and their needs' change.*

*Ladies and Gentlemen, Shuttle Intellectus is quickly reaching our destination. Please prepare to see these outstanding educational institutions in action. Remain seated until our touch down is complete. As you venture into the halls of Wilkinson County Primary and Elementary Schools you will see that no child is left behind on the ultimate mission of learning.*

## Performance Checklist – Creating Your Future Story

Participant's Self-Assessment

Team / Peer Feedback

Participant's Name: \_\_\_\_\_

Teammate / Peer Name: \_\_\_\_\_

Date of Performance: \_\_\_\_\_

*Check off each criterion that is observed. If performance meets criteria with satisfactory quality, mark Yes. If not, mark No and provide feedback (use back of page for more space). Enter performance into Portfolio when all of Proficient is marked Yes **and** all items on Feedback Form are marked 3 or 4 (or NA).*

Evidence	Criteria	Proficient? Give Feedback.
1. The Future Story is created and communicated	<input type="checkbox"/> Audience is identified <input type="checkbox"/> An outline of the story is written <input type="checkbox"/> A draft of the story is written <input type="checkbox"/> Key points about the Future Story are accurately described to the audience <input type="checkbox"/> The criteria for a successful Future Story are shared with participants to include: <ul style="list-style-type: none"> <li><input type="checkbox"/> The story relates the leaders' vision for the desired state of the organization in the future indicating "how things will be."</li> <li><input type="checkbox"/> The story is told as a glimpse into the future where the desired state is reality'</li> <li><input type="checkbox"/> The author casts current members of the organization as protagonists and characters in the future story</li> <li><input type="checkbox"/> The author communicates the time frame by which the desired state will become reality</li> <li><input type="checkbox"/> The story allows the audience to draw comparisons between current reality ("as is state") and the desired future state and results</li> </ul>	<input type="checkbox"/> Yes  <input type="checkbox"/> No

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Evidence	Criteria	Proficient? Give Feedback.
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- The story establishes the link between success and actions, changes and decisions being made between now and outcomes in the future time period which the story is set
- The story communicates “why we do the things we do around here”
- The Future Story is spoken to the audience
- The Future Story is shared in written format and is published to its intended audience
- Visuals are used to support the verbal story
- Feedback is solicited from the audience, and is captured for future consideration
- Additional ideas for content (from participants’ own Future Stories) are solicited from the audience, and captured for future consideration

2. The story is reviewed by the author for technical issues, and updated accordingly

- Spelling, grammatical errors and typos are corrected
- Redundant or verbose language is removed
- Unexplained jargon or terms are removed
- Illogical sequencing of information, facts or figures is corrected
- Tone (and / or visuals) is (are) neither too formal nor too informal for the intended audience
- Visuals used are relevant to the story theme, and convey the points being made in a clear and concise manner
- Visuals are not overused (every slide)

- Yes
- No

Evidence	Criteria	Proficient? Give Feedback.
3. The story is reviewed by the author for content and effectiveness, and is updated accordingly	<input type="checkbox"/> The Future Story is written as a fictional account <input type="checkbox"/> The Future Story is NOT an explanation of the leader's five-year strategic plan (or other specific action plan details) <input type="checkbox"/> The storyline or plot conveyed is clear, concise, and consistent with the leader's vision <input type="checkbox"/> The story touches people emotionally and excites them <input type="checkbox"/> The story motivates people to drive change	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. The story is reviewed with a "safe" person	<input type="checkbox"/> The story is read out loud to the reviewer (written story may also be shared) <input type="checkbox"/> The story is reviewed by a "safe" person (friend, colleague) <input type="checkbox"/> Suggestions from the "safe" person are noted <input type="checkbox"/> Appropriate changes are made based on feedback provided	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. The story meets the time criteria	<input type="checkbox"/> The Future Story can be delivered in three minutes or less	<input type="checkbox"/> Yes <input type="checkbox"/> No