

Base Camp Pre-work, 2009-2010: Read and Reflect

The pre-work items listed below for Base Camp and Leadership Summit have been carefully selected to enhance the understanding and interaction of your District Change Team, both while at Base Camp and Summit (in evening discussions) and in ongoing study (follow-up sessions, study groups, etc.).

Your IIC will organize opportunities for your District Change Team to make full use of these resources.

What To Do:

- REQUIRED PRE-WORK** – Turn the page to Read and Reflect on these four articles:
 - **Increasing Graduation Rate: Georgia and the Nation Make Strides**
(PAGE, May 2009)
 - **Team-Based School Improvement: The Leader’s Role**
(PAGE, February 2008)
 - **Districts Tracking Goals with Balanced Scorecards**
(Education Week, February 2007)
 - **Human Capital Framework for K-12 Urban Education**
(Aspen Institute, January 2008)

- Recommended Reading** – We recommend that you read these articles, which are available at www.glisi.org. No Pre-Work is required on these items.
 - **Closing the Graduation Gap: Educational and Economic Conditions in America’s Largest Cities**
(EPERC, April 2009)
 - **Closing the Expectations Gap 2009**
(Achieve Diploma Project Network, 2009)
 - **The Economic Impact of the Achievement Gap in America’s Schools**
(McKinsey & Company, April 2009)
 - **Diplomas Count 2009**
(Education Week, June 2009)

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Complete and Bring to Base Camp

- Recommended Reading / Reference** - Limited funding prevents our purchasing the following book for our participants this year. However, we do recommend its use, both for group book study and for frequent reference in a learning community setting. A study guide is offered at www.glisi.org.
 - **The Handbook for SMART School Teams**
Anne Cozemius and Jan O'Neill, 2002
ISBN # 1-879639-85-8
Publisher: Solution Tree
Approximate Cost: \$35.00 (see Amazon.com and other retailers)
- Ask you IIC which of these articles you should bring with you to Base Camp (based on the evening discussions he/she plans to facilitate).**

Introduction to Required Pre-Work

Your required readings for Base Camp have been specially selected to align with (1) GLISI's theme for Base Camp and Leadership Summit (2) GLISI's Core Work – each of which are shown below. Each article and its reflection questions are marked with the appropriate graphic to indicate their alignment with these concepts.

Our Theme for Base Camp and Leadership Summit

Goal #1 of the Alliance of Education Agency Heads (AEAH) =
**Increase graduation rate,
reduce drop-out rate,
and increase post-secondary enrollment rate*.**



GLISI's Core Work

Systemic Leadership Process

*A system to
plan, monitor,
measure,
and manage
organizational
and individual
performance
-- and
communicate
needs and results
to stakeholders*



*This system
supports a
pipeline of
high-performing
leaders
at all levels
and in
all stakeholder
groups*

*Leverage best practices and engage all faculty, staff
and a critical mass of stakeholders in team-based improvement*

Read & Reflect on Article #1: Graduation



1. Read Article #1 titled "Increasing Graduation Rate: Georgia and the Nation Make Strides" (Dr. Gale Hulme for PAGE, May 2009).

2. What are the economic impacts of low graduation rates?

3. What is your district's graduation rate?

What type of economic impact if your district's graduation rate having on your community?

4. What is meant by the Achieve 2004 report's statement: "For too many graduates, the American high school diploma signifies only a broken promise."? Is this message understood by your students, teachers and community? Why or why not?

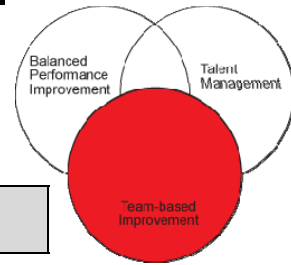
What evidence supports your opinion?

5. What is being done to begin to address the graduation problem across the United States?

What is being done in Georgia to address the graduation rate?

What can you do to address the graduation challenge in your community?

Read and Reflect on Article #2: Team-Based Improvement



1. Read Article #2 titled “Team-Based School Improvement: The Leader’s Role.”

2. What are the **benefits** of team-based school improvement?

3. Describe the **leader’s role** in team-based school improvement.

4. What do you **need to learn at Base Camp and Leadership Summit** in order to systematically implement the leader's role in team-based school improvement?

5. How will you **demonstrate your commitment** to team-based school improvement to faculty, staff, and a critical mass of stakeholders (including students)?

Read and Reflect on Article #3: Balanced Performance Improvement



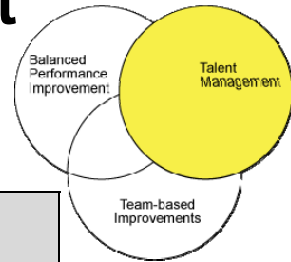
1. Read Article #3 titled “Districts Tracking Goals with Balanced Scorecards.”

2. How does the “Balanced Scorecard” **differ from the traditional school and district “report cards”** with which we are familiar?

3. What **other performance areas** (besides grading and graduation rate) in a school contribute to student achievement efforts?

4. How could the Balanced Scorecard **change the behavior of Boards of Education?**

Read and Reflect on Article #4: Talent Management



1. Read Article #4 titled “Human Capital Framework for K-12 Urban Education: Organizing for Success.”

2. What does “**human capital development and management**” mean to you?

3. How **important** is this issue to P-16 education in general (regardless of setting)?

4. Human capital development and management requires **systemic thinking**. How well are your school and / or district doing in thinking strategically about the eight components outlined in the article?

5. The article outlines some of the **realities and tensions** inherent in any human capital strategy. Which of these realities / tensions presents the greatest challenge to your school and / or district?

6. How does **your school's and /or district's approach to human capital development and management** impact graduation rate, drop-out rate, and student progression?