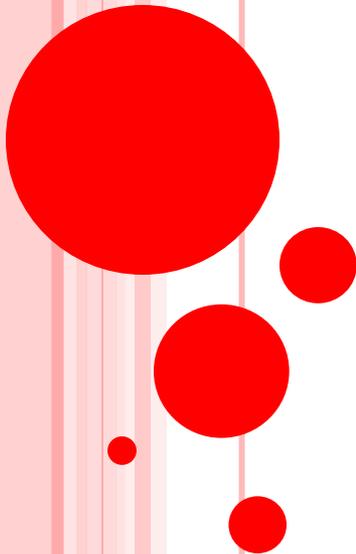


STUDENTS FIRST, CONTENT SECOND

Dr. Laurie Barron
Superintendent
Evergreen School District
Kalispell, Montana

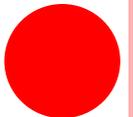
2013 MetLife/NASSP National Middle Level Principal of the Year

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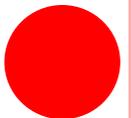
PUT STUDENTS FIRST

The best way to improve rigor and therefore student achievement is by building meaningful relationships with students.



SHOW STUDENTS YOU BELIEVE IN THEM

- Make your first impression with students one that shows them you believe in them.
- Go over what happens to a student when he makes the right decision.
- Most students do the right thing most of the time. Let's treat them like we believe in them instead of like we expect them to fail at any minute and will be there to assign the consequence as soon as that failure occurs.
- The best way to set the tone for the year is to show students that they matter, and, because they matter, your class will matter, beginning with day one.



VALUE WHAT STUDENTS VALUE

- The goal of every school and every teacher should be to educate the whole child. Part of achieving this goal is to hold everything as equal, from academics to arts to athletics.
- Students participating and excelling in extra-curricular activities, arts, and athletics has a major impact on achievement.
- We must value athletics, fine arts, and other extracurricular programs not only for showcasing outstanding students but also as a lead-in to academic success and an avenue to parents.
- Value the role that socialization plays in young people's lives.
- Respect that students may enjoy an elective or connections class more than an academic class.
- Build a relationship with a student based on what you have in common. Then, it's a lot easier to work on what you don't have in common.
- By valuing what students value, you take that important step of getting students to begin to value what others value as well.



GIVE STUDENTS A VOICE

- Take great pride in showing your students that they matter by taking seriously their perceptions and opinions. Ask students for their input. Seek students' opinions.
- Giving students a voice does much more than simply allow them to express their opinions. It also teaches them how to appropriately share their input.
- Students' perceptions are another set of data that should be reviewed and used just like all other data (formative and summative).
- Students' perceptions tend to mirror achievement results. If students are telling you something is not right, they are likely correct, and their achievement results will likely reflect that same perception.



CELEBRATE WHAT STUDENTS DO RIGHT

- Celebrating what students do right can never be wrong!
- Often, we focus on addressing problems students cause instead of focusing on what students do right.
- Even the most challenging student can make a good decision. And sometimes the very best students get overlooked because they do not cause problems.
- Consider implementing a program that recognizes students who make good decisions as well as students who are successful in the different areas that help make a school and its students successful.
- One of the most difficult aspects of teacher leadership is working on things that do not *have* to be addressed.



12 QUOTES TO PONDER

“Nothing of any importance has ever been accomplished by a pessimist.” Jack Welch

“There are no traffic jams along the extra mile.” Roger Staubach

“There will be haters, doubters, non-believers, and then there will be you, proving them wrong.” Anonymous

“The single greatest effect on student achievement is not race; it is not poverty – it is the effectiveness of the teacher” Harry Wong

“The real secret of success is enthusiasm.” Walter Chrysler

“One person with passion is better than forty people merely interested.” E. M. Forster



12 QUOTES TO PONDER

“I would remove the phrase ‘You’re going to need this for the test’ from every school.” Teresa Williams

“You're never as good as everyone tells you when you win, and you're never as bad as they say when you lose.” Lou Holtz

“Kids don't learn from teachers they don't like.” Rita Pierson

“Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.” Kevin Maxwell

“Teaching is not about the management of students to create an orderly classroom. Teaching is about building relationships with students to create a culture of learning.” Charity Stephens

“Every kid is one caring adult away from being a success story.” Josh Shipp

TRAITS OF HIGH PERFORMING SCHOOLS

“The Arizona Department of Education examined three years of statewide testing data to find the schools where students with disabilities improved academically year after year.”

“I'm not taking my daughter to get serviced. I'm looking for a great school.”

- High Expectations
- Highly Effective Teaching Strategies
- Data Driven Decision Making
- Students Are Provided with Reteach and Enrichment Activities
- Students with Disabilities Receive Core Instruction in the General Education Classroom
- Effective Leadership

“Aha! Just as I suspected. A good school is a good school for all kids.”



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