



“Our Journey Toward Ensuring All Students A Quality Education”

SAN CARLOS UNIFIED SCHOOL DISTRICT #20

Orientation - July 24, 2017



**Dr. Deborah J. Dennison,
Superintendent**

“Our Journey Toward Ensuring All Students A Quality Education”

Mission Statement

We exist to educate and empower students to become culturally responsive, global Níee.



Vision Statement

We envision becoming an effective student focused learning community graduating culturally confident citizens.

“What we have is because someone stood up before us. What our Seventh Generation will have is a consequence of our actions today.”

—Winona LaDuke



“When your vision is clear and everyone is united, everyone can soar to greater heights”
--Effective Schools Research



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“Building Our Foundation for Quality Education” • San Carlos Unified School District #20

Dr. Deborah J. Dennison, My Resilient Story...

Wife, Mother, Educator



Deborah Dennison
Bilagaana - Scottish of the
McPherson Clan
Kin' ya' anni - Towering House Clan
Ashi hii' - Salt Clan

- Daughter of Dean and Stephanie McPherson-Jackson
- Middle Sibling of Deana, Steve, Carole, and Charlene



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Dr. Deborah J. Dennison, My Resilient Story...

Wife, Mother, Educator

- Wife to Husband
Karl
- Mother of
Kyle, Devyn Kassidy
- Grandma of
Kennedy
- Educator





A Legacy from the Past..., A Vision for the Future...

“The responsibility for Navajo Western or formal education was first assumed by various religious denominations. Later the responsibility was taken by the federal government which, in turn, delegated major portions of it to three state public school systems. Initially, the main interest of Western Education was to “Christianize and civilize” Navajo people. By its very nature, this intent was an imposed change agent. Thus, Western education, by its design, replaces Navajo culture with alien values, beliefs, language and morals from the larger society. In doing so, Western education offers little compatibility or relevance with Navajo teachings. It can legitimately be argued that Western education (as we know it today) has created, and continuously contributes to the adverse conditions currently experienced by the Navajo people. For some parents, this condition has generated an unwillingness to immerse their children into Western Education.

Historically, Western education has been in conflict with Navajo teachings. Often, its goals and practices violate these teachings. An important factor of this situation is the apparent rejection of Navajo culture and its teachings as a source of legitimate knowledge. This persistent denial has excluded the main basis for educational relevancy to Navajo students. Astute educators know that relevancy brings meaning and motivation to any educational endeavor. Without relevancy – education, teaching and learning becomes a passively rote exercise.”

—Dr. Dean C. Jackson





INDIAN EDUCATION (Pre-contact)

What Our Forefathers Considered Education

- Teachings from the home
 - Teaching from the father
 - Teaching from the mother
 - Teaching from the grandparents
 - Teaching from other relatives
- Teaching for Ceremonial Purposes



HISTORY OF INDIAN EDUCATION (1819- 1879)

- The Civilization Act of 1819
- Indian Removal Act of 1830
- 1850's Mid Century Expansion West
- Carlisle Indian Training School 1879



HISTORY OF INDIAN EDUCATION (1819- 1975)

The Boarding School Movement
1819 The Indian Appropriations Act
1928 The Meriam Report
1934 The Johnson-O'Malley Act
1945 – 1968 “Termination Period”
1969 The Kennedy Report
1975 Indian Self Determination Act



CARLISLE INDIAN SCHOOL PROCESS

- The school thought that they should take Native-Americans at an early age to begin assimilation.
- The school hired a barber to cut the Native-Americans hair.
- The Native-Americans then they were required to wear military uniforms.
- School hired a photographer to take pictures of them before and after.
- They spent half the day in academic classes and the other half in trading classes.



Stakeholder Perceptions of Effectiveness in Navajo Nation Public High Schools and Student Achievement (*Chapter V Cont.*)

The results further found six of the eleven demographic variables to have some affect on stakeholder perceptions, primarily on the four clusters related to Organizational Effectiveness. Specifically the demographic variables under “experience,” “overall experience in current school,” “ethnicity,” “level of understanding of Navajo language,” “level of agreement with Navajo language and culture in the school system’s curriculum,” and “length of time residing on the Navajo Nation,” were found to be significantly related to one or more of the Organizational Effectiveness clusters.

THE DEMOGRAPHIC, “LEVEL OF AGREEMENT WITH NAVAJO LANGUAGE AND CULTURE IN THE SCHOOL SYSTEMS CURRICULUM,” WAS THE ONLY DEMOGRAPHIC FOUND TO HAVE AN AFFECT ON PERCEPTIONS RELATED TO AN INSTRUCTIONAL EFFECTIVENESS CLUSTER - THE INSTRUCTIONAL DESIGN CLUSTER.

No relationships were found between the perceptions measured with the Survey of Instructional and Organizational Effectiveness and student achievement.





INDIAN EDUCATION TODAY:
ALL Stakeholders are being held
responsible for greater
ACCOUNTABILITY
to improve student learning.

WHO IS RESPONSIBLE?

- Governing Board Members
 - Parents, Families,
 - Community Members
- School Districts: teachers,
administrators, staff
- Tribal & Community Leaders
 - Students

UNDER THE ESSA OF 2015, STATES ARE ACCOUNTABLE
FOR FOCUSING RESOURCES ON LOW PERFORMING
SCHOOLS AND TRADITIONALLY UNDERSTANDING
STUDENTS WHO CONSISTENTLY DEMONSTRATE LOW
ACADEMIC PERFORMANCE.

The Standards Based System of Teaching & Learning...

The Education Reform Movement



OWNERSHIP NOT BUY-IN.



“Our Journey Toward Ensuring All Students A Quality Education”

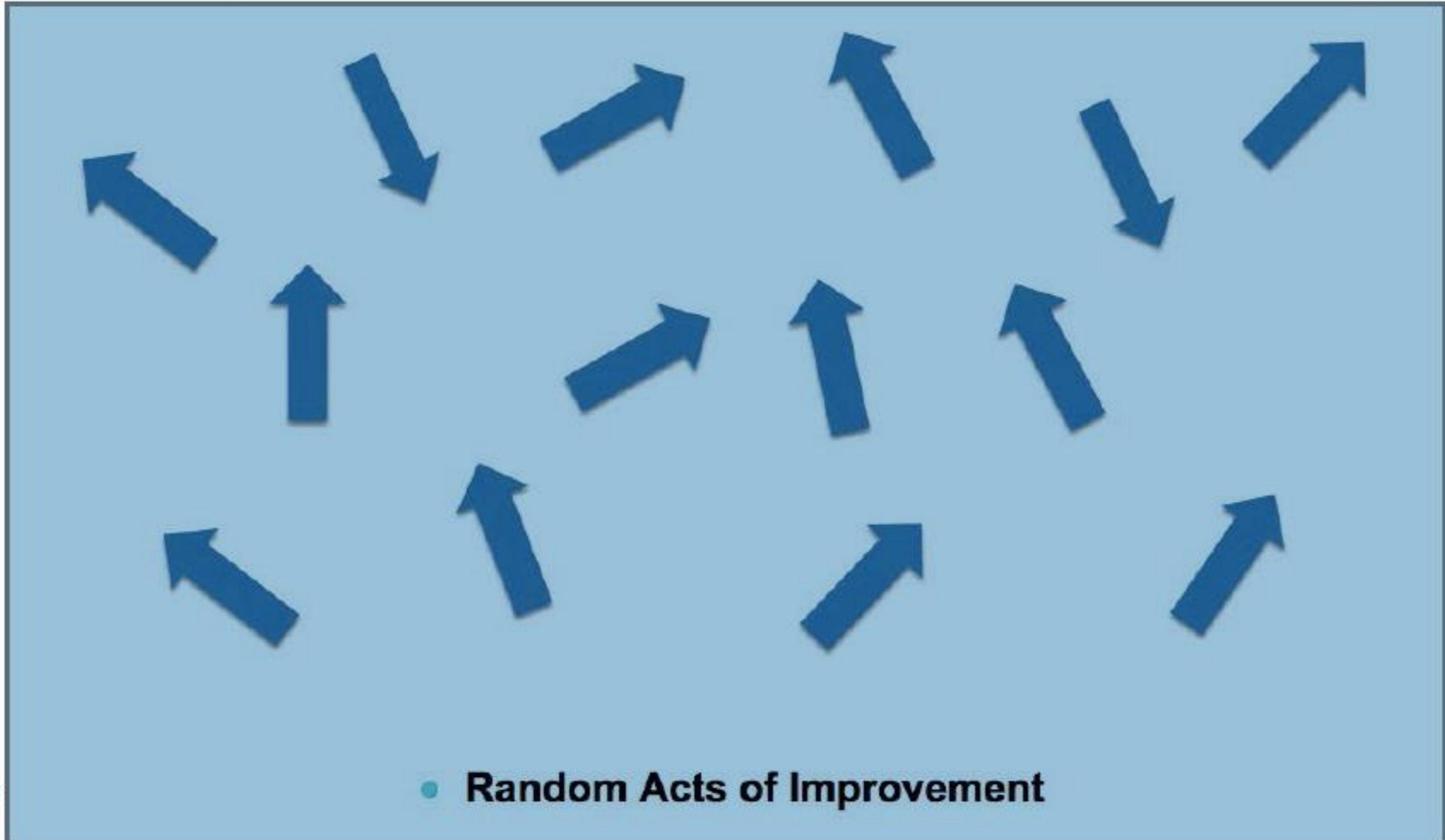
Theory of Systems

The aim of the system is collaboratively developed/identified by the stakeholders in the system and then it is the responsibility of management to manage the system to optimize the achievement aim.



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Strategic Priorities



Connection to Our Indian Education System: Preparing for Our Children's Future

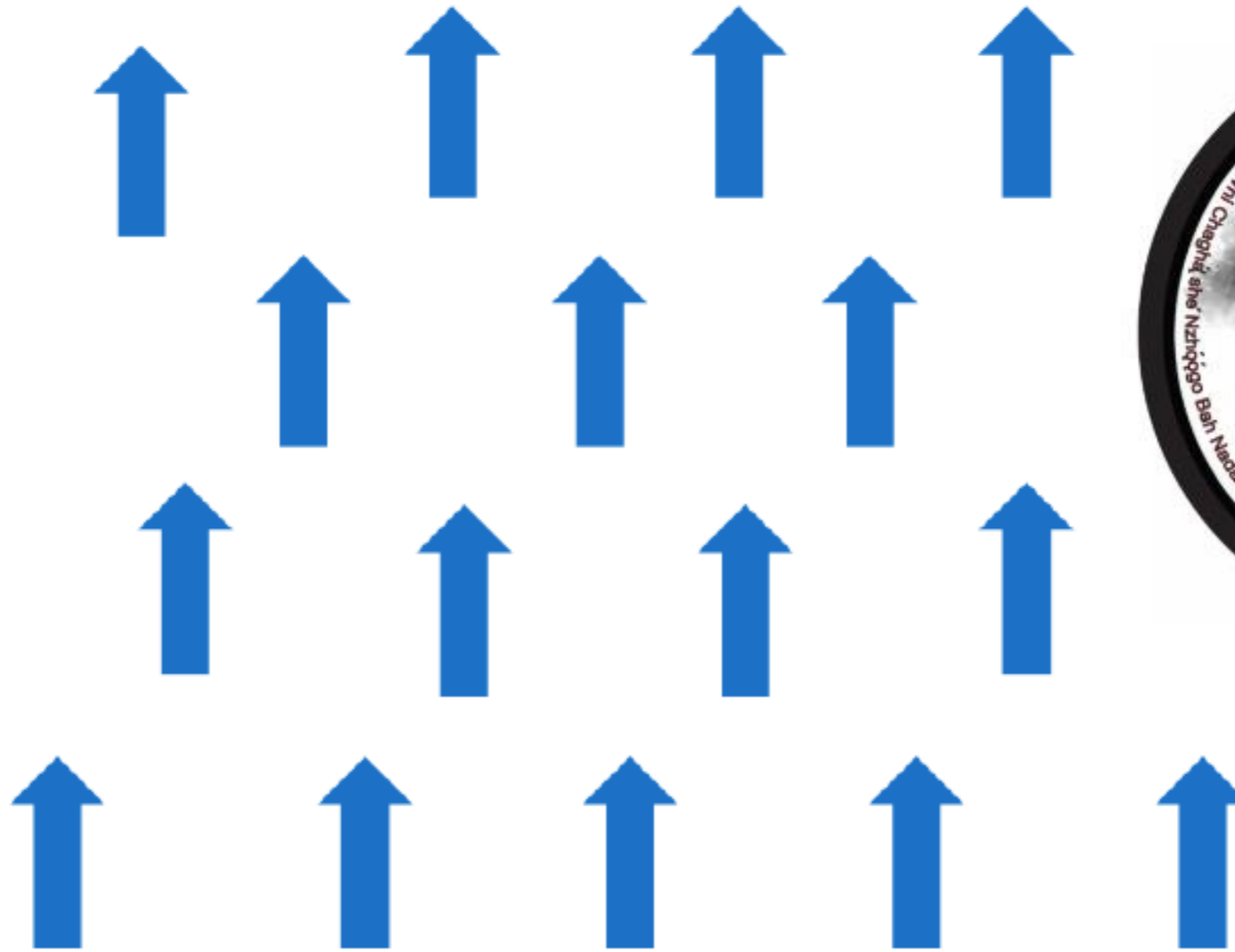
“We will either continue to operate existing schools systems with declining funds or will start to make fundamental changes in how we educate children and allocate resources to do so. Instead of boring us with another tedious recital of the failure of the federal government to educate Indians, which is embarrassingly obvious, the Secretary of Education would do well to find some way to confront the reality of Indian culture, community, and history, and devise an educational program to meet this specific challenge. IF TRADITIONAL INSTITUTIONS, PROGRAMS AND TEACHING HAVE TO BE CHANGED, SO BE IT. After five centuries of contact it does not seem too much to ask non-Indian educators and institutions to come to grips with the reality that is the American Indian.”

**Vine Deloria, Jr., Indian Education in America,
pp. 69-70**



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Aligned Acts of Improvement



Leadership Goals & Priorities for 2016-2017

“Building Our Foundation for Quality Education”

- Developing an Aligned Curriculum, Instruction, Assessment and Intervention System,
 - Staff and Student Attendance,
- Strengthening Instructional Programs, and
 - Engaging Families & Community





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Instructional Analysis Tool (percent of students meeting standards)

- 0-34% Curriculum
- 35-49% Curriculum



- 50-69% Instruction
- 70-84% Instruction
- 85-100% Instruction

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Instructional & Organizational Effectiveness Focus

- Curriculum Audit (Sept.2016)
- The Reconciliation of Knowledge & Wisdom (RKW) Survey with Admin. (Aug. 2016)
- Administrative Matrix - Roles & Responsibilities (Sept. 2016)
- HQE Staffing Reviews
- Organizational Chart Refinements (Oct. 2016 - One school district)
- System Reforms (November 2016 thru June 2017):
 - Instructional Data Walks & Curriculum Work
 - Principal, Teacher Evaluation System
 - Reopen Libraries (zSpace Labs in each)
 - Beyond Textbooks (Framework for K-12)
 - Curriculum Alignment Teacher Team Work - Design of Safety Nets
 - Design & Implementation of Apache Language Immersion K-Cohort
 - Professional Development, Learning & Investment with Instructional Staff
 - Budgetary Refinement with Processes & Practices
 - Academic & Support Software Reviews & Updates
 - Employee Management System - Upslopes
 - New Vision & Mission/Core Principles of Learning
 - Community Relations - Introduced Trauma Informed Schools & Community

BUILDING BRIDGES, BUILDING RELATIONSHIPS!



The Passion of Learning and Teaching...

**“KNOWLEDGE IS
MANY THINGS,
GAINED THROUGH
MANY EXPERIENCES,
BUT TRUE KNOWLEDGE
IS KNOWING YOUR
REASON FOR BEING
AND BECOMING...”**

**-DR. DEAN C. JACKSON,
1933-1992,
SPIRITUAL NAVAJO EDUCATIONAL LEADER**



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The Passion of Learning and Teaching...

**“YOUR PROFESSION IS
NOT WHAT BRINGS HOME
YOUR PAYCHECK. YOUR
PROFESSION IS WHAT YOU
WERE PUT ON EARTH TO
DO WITH SUCH PASSION
AND SUCH INTENSITY THAT
IT BECOMES SPIRITUAL IN
CALLING.”**

**-VINCENT VAN GOGH,
1853- 1890, DUTCH PAINTER**





Designing Our System to Implement “Above The Line” Leadership

SAN CARLOS UNIFIED SCHOOL DISTRICT #20

Governing Board and Administrative Leadership Academy
Fort McDowell, Arizona • **June 24-25, 2017**

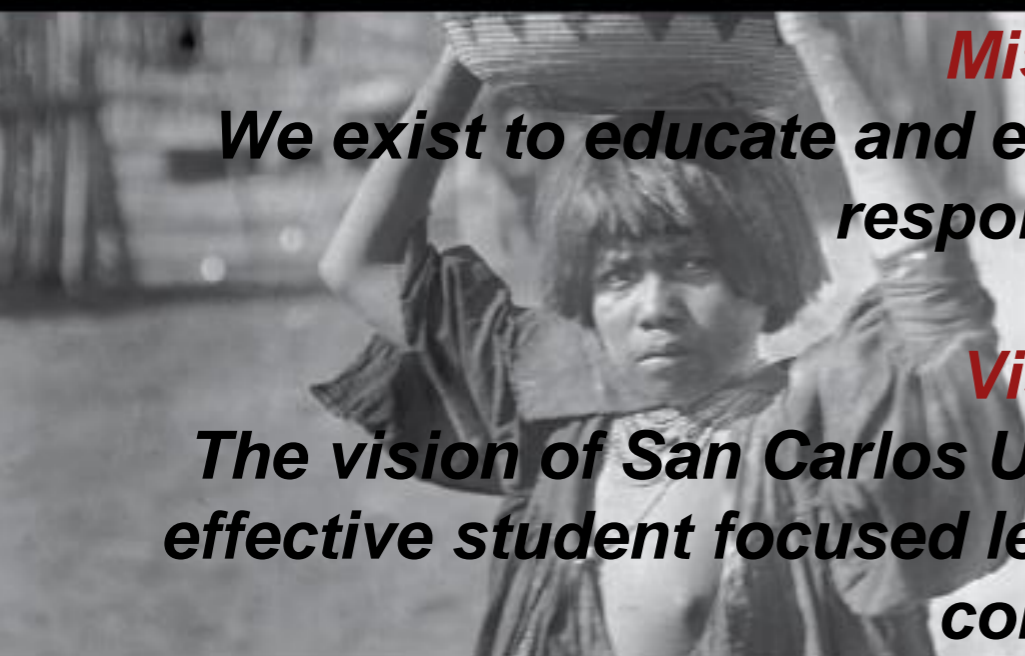


Mission Statement

We exist to educate and empower students to become culturally responsive, global Nínee.

Vision Statement

The vision of San Carlos Unified School District No. 20 is to be an effective student focused learning community graduating culturally confident citizens.



“Our Journey Toward Ensuring All Students A Quality Education”

Our “Systems Thinking” & Reform Journey Continues

**We’ve come a long way,
yet we still have a ways to go...**

Setting Goals & Priorities for 2017-2018



“Our Journey Toward Ensuring All Students A Quality Education”

VISION STATEMENT

To be an effective student focused learning community graduating culturally confident citizens.

MISSION STATEMENT

We exist to educate and empower students to become culturally responsive, global Nñee.

CORE PRINCIPLES of LEARNING

- Effective Curriculum, Instruction and Assessment

- Effective & Safe Learning Environment

- Effective Staff Performance

- Effective Parent & Community Relations

- Effective & Efficient Support System

- Effective Student Performance





When the challenges are great... Big Risk, Big Rewards

“WHEN THE CHALLENGES ARE GREAT, SO ARE THE REWARDS. If the journey is long, there is much value to be gained in making it. When people criticize what you’re doing, it means you’re making a difference. When you keep encountering obstacles, it means you’re moving forward.

Just because you experience life’s difficulties is not a reason to be dismayed. Keep in mind that the more solidly you’re making progress the more resistance you’ll feel.

**Feel the resistance, and realize that the very fact you’re feeling it
PUSH AGAINST YOU MEANS YOU’RE
PUSHING**



When the challenges are great...
Big Risk, Big Rewards



FORWARD THROUGH IT.
Feel the palpable sense of progress,
and keep going.

Just on the other side of
challenge is achievement.
Just on the other side of the
obstacle you're facing is your
next
STEP ON THE PATH FORWARD.

Persist through one
challenge, and another, and
another. You'll emerge as
a much stronger person,
having created great new-
value in your world.
— Ralph Marston

