



The Mission Statement: Charting the Course

Heidi Hayes Jacobs



Essential Questions

How do we prepare our learners for the future?

How can we transform our school into a 21st century learning organization?



Missing the Big Picture



Owning the Mission

The concept of STAKEHOLDERS comes from claiming territory and owning it. Consider the notion of homesteaders. This will be a WRITING process activity and task.



R & D for a Mission Statement

Fundamentally you want to eventually engage all members of your community in the shaping, adopting, and realization of the statement.

The reality is that a working draft is necessary to start the process with a small writing team to begin.

Contributions can be ongoing.

Stage 1

Forming
working groups

Stage 2

Identifying
and values

Stage 4

Constructing
a working draft

Stage 3

Engaging
the community

Protocols are Used to Develop

Respectful discussion with strategic groups respond to various drafts of the mission statement.



Mission Statement Rubric

MOTIVATE and ENGAGE in ACTION

Language that is compelling and refreshed versus static and flat.

Focus is clear on meaningful aims matched precisely to the student population in your setting.

The statements are action-able, that is, they can be realized in observable outcomes and work product.

Each component of the learning organization interdependently see its role in the mission.

REVIEW EXAMPLES

Avenues School

New York City, NY , USA

<http://www.avenues.org/avenues-school-mission>



The screenshot shows the Avenues School website. The header includes the school's name and a navigation menu with links like 'ABOUT AVENUES', 'OUR PEOPLE', 'ACADEMIC LIFE', 'GLOBAL READINESS', 'NEW YORK CAMPUS', 'SOCIAL MEDIA', and 'ADMISSIONS'. The main content area is titled 'ABOUT AVENUES MISSION STATEMENT' and features a sidebar with a table of contents. The mission statement text is displayed in the center, and a 'DOWNLOAD BROCHURE' button is visible on the right.

MISSION
THE WORLD SCHOOL
EDUCATIONAL OBJECTIVES
OPERATING PRINCIPLES
DIVERSITY
ABOUT OUR CAMPUS
OUR HEADQUARTERS FUNCTION
PRESS & UPDATES
INTRODUCTORY VIDEO

ABOUT AVENUES MISSION STATEMENT

A NEW SCHOOL OF THOUGHT

WE WILL GRADUATE STUDENTS who are accomplished in the academic skills one would expect; at ease beyond their borders; truly fluent in a second language; good writers and speakers one and all; confident because they excel in a particular passion; artists no matter their field; practical in the ways of the world; emotionally unafraid and physically fit; humble about their gifts and generous of spirit; trustworthy; aware that their behavior makes a difference in our ecosystem; great leaders when they can be, good followers when they should be; on their way to well-chosen higher education; and, most importantly, architects of lives that transcend the ordinary.

WE WILL SHARE OUR PROSPERITY with those who need it, initially through traditional financial aid and, as we grow, in more innovative and broader-scale ways that leap the walls of our campuses.

WE WILL PROVIDE OUR FACULTY and staff members a special place to pursue the science and art of teaching. We want to claim the mantle of teachers more closely with the union it

DOWNLOAD BROCHURE

THE AVENUES BROCHURES

Click to download a PDF version of Avenues Brochures.

"THE MOST IMPORTANT LESSONS AVENUES CAN TEACH STUDENTS ARE HOW TO THINK CREATIVELY, HOW TO ANALYZE PROBLEMS, HOW TO INNOVATE AND HOW TO WORK TOGETHER BOTH WITHIN AND ACROSS CULTURES."

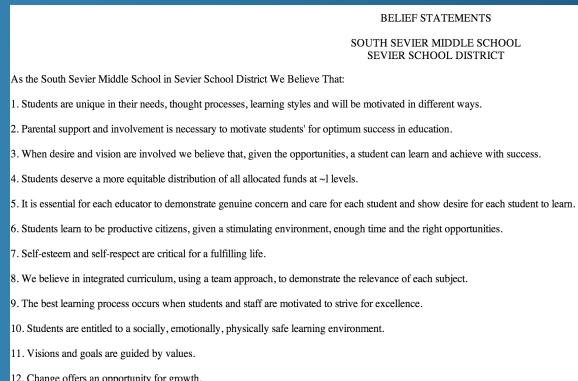
- Benno Schmidt

REVIEW EXAMPLES

South Sevier Middle School
Monroe, Utah

Belief Statement

<http://web.archive.org/web/20040413020300/www.ssm.sevier.k12.ut.us/>



The screenshot shows the South Sevier Middle School Belief Statement page. The header includes the school's name and the title 'BELIEF STATEMENTS'. The main content area is titled 'SOUTH SEVIER MIDDLE SCHOOL SEVIER SCHOOL DISTRICT' and features a list of 12 belief statements. The text is displayed in a simple, clean font.

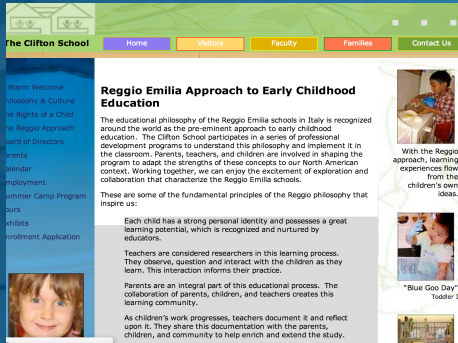
BELIEF STATEMENTS

**SOUTH SEVIER MIDDLE SCHOOL
SEVIER SCHOOL DISTRICT**

As the South Sevier Middle School in Sevier School District We Believe That:

1. Students are unique in their needs, thought processes, learning styles and will be motivated in different ways.
2. Parental support and involvement is necessary to motivate students' for optimum success in education.
3. When desire and vision are involved we believe that, given the opportunities, a student can learn and achieve with success.
4. Students deserve a more equitable distribution of all allocated funds at ~I levels.
5. It is essential for each educator to demonstrate genuine concern and care for each student and show desire for each student to learn.
6. Students learn to be productive citizens, given a stimulating environment, enough time and the right opportunities.
7. Self-esteem and self-respect are critical for a fulfilling life.
8. We believe in integrated curriculum, using a team approach, to demonstrate the relevance of each subject.
9. The best learning process occurs when students and staff are motivated to strive for excellence.
10. Students are entitled to a socially, emotionally, physically safe learning environment.
11. Visions and goals are guided by values.
12. Change offers an opportunity for growth.

Review Examples



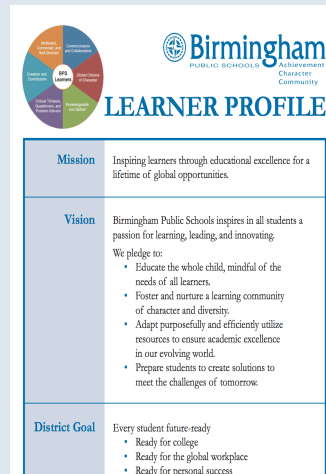
Clifton School
Atlanta, Georgia

Application of Reggio Emilia approach

<http://thecliftonschool.org>

REVIEW EXAMPLES Birmingham, Michigan – Student Profile

<http://www.birmingham.k12.mi.us/>



YOUR TASK

to generate statements

shaped by fresh language and extracted

Key words from the Common Core .

We will employ the official site.

You are encouraged to add additional

Sources to each task.



KEY WORDS AND VALUES

Common Core

Existing Documents

Collect from Faculty

Collect from Students

Collect from Community

Sources from Common Core Mission

ELA – College and Career Readiness

English Language Arts Standards » Introduction » Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

CC.2013 Program D

Math Eight Practices

Mathematics » Mathematics » Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

Standards in this domain:

CCSS.Math.Practice.MP1 | CCSS.Math.Practice.MP2 | CCSS.Math.Practice.MP3
CCSS.Math.Practice.MP4 | CCSS.Math.Practice.MP5 | CCSS.Math.Practice.MP6
CCSS.Math.Practice.MP7 | CCSS.Math.Practice.MP8

CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They

Use Digital Tools to Brainstorm and Review Drafts

edcanvas Home Schools Ambassadors Blog Search canvases... Login

The best way to teach with digital content

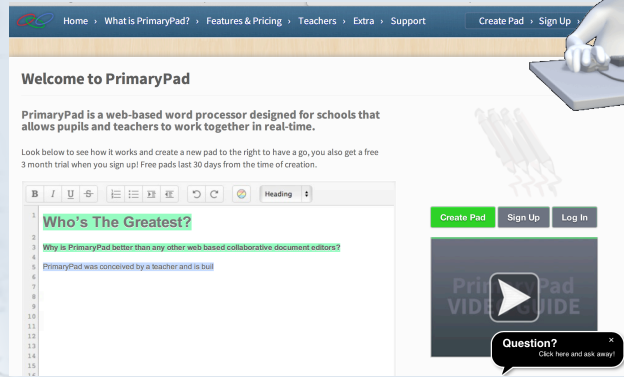
I want to create a canvas

Addition Try it

Or create an empty canvas

Contact Us

Share Ideas Virtually



<http://www.primarypad.com>

Seek focused feedback

Seek feedback from educators from outside your region or school or country



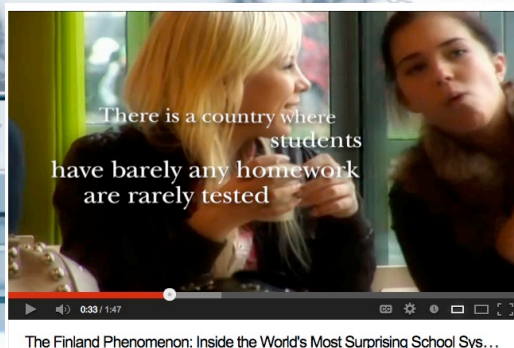
Seek feedback from colleagues with whom you work daily



Seek feedback from learners to see if you are actualizing the mission.



FINLAND



AUSTRALIA

Home F-10 Curriculum Senior Secondary Curriculum Student Diversity Consultation Print/Download

Welcome to the Foundation to Year 12 Australian Curriculum online

The Australian Curriculum

The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the Ministerial Council in December 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and understandings of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

The F-10 Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a **active participant** in the Australian community. It

Guided tour

Welcome to the Foundation to Year 12 Australian Curriculum online

The Australian Curriculum

JAPAN

MEXT MINISTRY OF EDUCATION, CULTURE, SPORTS, SCIENCE AND TECHNOLOGY-JAPAN

Font Size A

News Policy Report & Statistics About MEXT Introduction Education Science & Techn

Welcome to the Ministry of Education, Culture, Sports, Science & Technology in Japan

WHAT'S NEW

SOUTH AFRICA

basic education
Department of Basic Education
REPUBLIC OF SOUTH AFRICA

Every child is a national asset...

111:10:47:51
days hours min sec to 2013 NSC Examinations

VISION & MISSION

Vision
Our vision is of a South Africa in which all our people have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.

Mission
Our mission is to provide leadership with respect to provinces, districts and schools in the establishment of a South African education system for the 21st century.

CURRICULUM

CAPS
CURRICULUM NEWS
LTSM
NATIONAL SUPPORT PACK
NSC GET & GET
WORKBOOKS