



CREATING DYNAMIC LEARNING COMMUNITIES
at school • at home • at work



Schools Exceeding Expectations (SEE) Conference
Maryville, Tennessee – April 29-May 2, 2009

Book Talk

*How to Cut Your School Budget AND
Improve Your Program*

Presented by Patty Harrington

2009 SEE Conference – Saturday, May 2, 2009


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Title of Document

Subhead



How To Cut Your School Budget AND Improve Your Program (Brain Research Can Help)



By Karen D. Olsen

Presented by Patty Harrington, Highly Effective Teaching Consultant

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Stakeholders

- Include in the decision-making process
 - Teachers
 - Classified Staff
 - Parents
 - Community
- Community Building
 - Build a Sense of Community
 - Creating Common Ground
 - Taking Action
- First Priority: Students and the quality of their learning experience

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Gather Leadership Teams

- Set ground rules
 - Acknowledge frustrations
 - No looking back; let go
 - Avoid the easy way (don't accept simple solutions that were created for earlier situations)
- Words to work by:
 - Openness and transparency, transparency and openness... principles vs. personalities, principles vs. personalities.

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Gather New Information; Plan Carefully

- Be willing to let go of old assumptions, old paradigms, and old practices; stay in the "here and now"
- Research how the brain learns and how to use it as a template for dispassionate decision making
- Make meetings short and frequent rather than long and infrequent
- Create clear agendas, well planned in advance

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Cost-Efficiency Ratio

	Source of \$ To Cut	Cost Efficiency Ratio: High Achievement for Low Cost
INSTRUCTION		
Tools (books, DCs) (Ch. 2)	10	7
Organization and use of time (Ch. 3)	3	8
Staffing (Ch. 4)	8	6
Professional Development (Ch. 5)	8	8
CURRICULUM		
Content for Link One (Ch. 6)	2	8
Content for Link Two (Ch. 7)	0	9
BODYBRAIN PARTNERSHIP		
Movement (aerobic exercise) (Ch. 8)	0	10
Emotion (Ch. 9)	1	9
TESTING (Ch. 10)		
	10	3

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Teaching Tools Matter- Choose Carefully!

- Learning is the result of real physiological growth in the brain that occurs due to massive sensory input; the greater the sensory input, the greater the likelihood that learning will occur and be wired into long-term memory.
- Analyze instructional tools for sensory input potential and age appropriateness—
 - Programs
 - Models
 - Materials
 - Textbooks, etc

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Free Tools For Success

- **Learn About:**
 - Conceptual teaching
 - Two step learning
 - What's developmentally appropriate for your grade level
- **Brain research, knowing how students learn**
- **Grade level planning with student engagement as a high priority**
- **Book talks**
- **Thoughtful staff recruitment/selection**

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Not free but essential to success

- Study Trips that introduce and reinforce content and skills students are learning
- Staff Development
- Classroom Coaching
- Highly Qualified Staffing

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