

# South Dakota Department of Education

## Boost Session November 10, 2020

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# Targets for the Day:

- **To clarify ways to make adjustments and still make improvement progress.**
- **To understand a purposeful implementation process.**
- **To understand a strategy for building a collaborative team.**
- **To provide a forum for sharing successes and challenges/solutions and for Department of Education updates.**



## Be Realistic

What can you reasonably do?

- Improvement doesn't stop but adjustments may be needed

What can continue with adjustments?

What limitations do you have?

- Travel
- Remote setting
- Funding

What alternatives are available?

- Book Study vs In-person PD
- Online series
- Outside the box ideas; not everything needs PD

## Funding and Changes

### **Amendments are possible:**

- The sooner the better and before initiating usage of the dollars – not accepted after April 1
- Compile all changes you can reasonably foresee and then write the amendment
- Amendments allow you to shift money around between the funding codes to adjust to current needs.

**In-person PD canceled:** Does the same organization offer a virtual option?

- Same funding code: Purchased Services either way

**Presenter canceled:** Is there a book study you could do?

- Funding change: Purchased Services vs Supplies & Materials
- Were there Salary & Benefits budgeted for outside of contract time?

## **Teacher Collaboration Work:** Can it continue virtually?

- Same funding code: Salaries & Benefits (outside of contract time)

## **Parent Involvement Work:** What does that look like now?

- Should not affect funding: Supplies & Materials; Salaries & Benefits for staff participation outside of contract day

## **Timeline Changes:** Something (PD for example) originally scheduled for this fall now won't occur until June.

- Funding is secure as the fiscal year ends June 30.

# Online Resources (A few of many)

Note: These resources are provided for informational purposes and are not endorsed by the SDDOE.

## Bureau of Education & Research (BER)

- Live and On-Demand Options for PD
- Wide range of topics: Classroom Management to Growth Mindset to STEM to Literacy
  - 100 or more options
- CEUs and Graduate Credit available

## Marzano Resources or Danielson Group

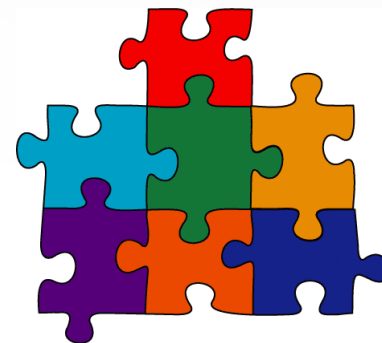
- Virtual workshops
- Expensive

## McREL: Learn Online

- Teaching strategies and instructional design content: Quality Questioning and Learning that Sticks plus others

# Getting to Implementation Through A Purposeful Process

1. **Set a clear school-wide direction.**
2. **Provide staff with the rationale, training, resources, and support to be successful.**
3. **Determine what success looks like.**
4. **Clarify the key actions staff members are expected to take.**
5. **Determine what evidence/data will be used to demonstrate that the key actions have been taken (indicators of implementation).**
6. **Vigilantly monitor the degree to which the practices are understood and acted upon.**
7. **Engage in short, focused, collaborative conversations with teachers to advance the improvement effort.**



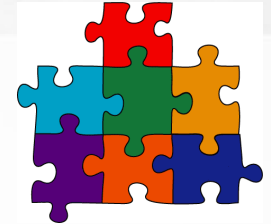
## Getting to Implementation Through A Purposeful Process An Example



- 1. Direction: Students are actively engaged in their learning.**
- 2. Training, resources, support:**
  - Kagan training, book of strategies, time for collaboration and planning
- 3. What success looks like (determined collaboratively):**
  - Students are attentive and on topic, engage cognitively, participate, ask questions, investigate solutions.
  - Teacher uses an appropriate instructional strategy, moves about the room, interacts with students, asks questions, assesses formatively, provides feedback.

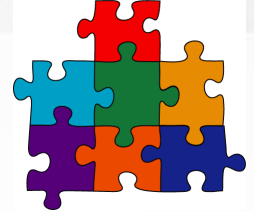


## Getting to Implementation Through A Purposeful Process An Example



- 4. Clarify the key actions staff members are expected to take (determined collaboratively):**
  - Teachers design and implement lessons that actively engage students.
  - Teachers intentionally plan an active engagement strategy in lessons
  - Teachers are actively engaged with students.
  
- 5. Determine what evidence/data will be used to demonstrate that the key actions have been taken (indicators of implementation):**
  - Principal and coaches observe all classrooms looking for the agreed upon criteria for student engagement and teacher engagement.
  - A walk-through tool is developed based on the criteria.
  - When asked, “What strategy are you using to engage students?” the teacher can articulate a clear and intentional strategy.

## Getting to Implementation Through A Purposeful Process An Example



6. **Vigilantly monitor the degree to which the practices are understood and acted upon:**
  - Principal and coaches observe all classrooms a minimum of once a week, followed by a collaborative conversation.
  - Observation results can be shared aggregately with the staff.
  - Monitoring and observation can continue in a virtual setting.
  
7. **Engage in short, focused, collaborative conversations with teachers to advance the improvement effort:**
  - Think with me about....
  - What strategies are you finding success with to engage your students?
  - Talk about your progress since our last conversation.
  - What might be some of your next steps to....

# Characteristics of Effective Teams



**A group of people is not necessarily a team. A team is a group of people with a high degree of interdependence geared towards the achievement of a common goal or completion of a task. A number of qualities characterize effective teams. Fully functioning, productive, excellent teams possess 12 key characteristics:**

- 1. Clear mission.** The task of the group is well understood and accepted by all.
- 2. Comfortable atmosphere.** The atmosphere is informal, relaxed, and comfortable. It is a working atmosphere in which everyone is involved, interested, and engaged.
- 3. Discussion.** Time is allotted for dialogue in which everyone is encouraged to participate, and discussion is pertinent to the task of the group.
- 4. Active listening.** Members listen to each other. People show respect for one another by listening when others are talking.
- 5. Trust and openness.** Members feel free to express ideas and feelings, both on the issues and on the group's operation. People are not afraid to suggest new and different ideas.
- 6. Clarity of assignments.** The group is informed of the action plan. When action is taken, clear assignments are made and accepted.

7. **Consensus is the norm.** Decisions are reached by consensus in which it is clear that most are in general agreement.
8. **Disagreement is acceptable.** Disagreement is not suppressed or overridden by premature group action. Differences are examined as the group seeks to understand all points of view.
9. **Criticism is issue-oriented, not personal.** Constructive criticism is given and accepted. Criticism is oriented toward solving problems and accomplishing the mission. Personal criticism is neither expressed nor felt.
10. **Shared norms and values.** There is agreement on core values and norms of behavior that determine the appropriateness of conduct in the group.
11. **Commitment.** People are committed to achieving the goals of the group.
12. **Effective leadership.** Informal leadership shifts from time to time, depending on circumstances. There is little evidence of a struggle for power. The focus is not on who controls, but how to get the job done.

**Reference:** Manning, G., & Curtis, K. (2003). *The art of leadership*. New York: McGraw-Hill.

Consider each of the following qualities that characterize effective teams. Evaluate your school as it is currently operating. 1 is the lowest rating; 10 is the highest rating.

1. Clear Mission

1 2 3 4 5 6 7 8 9 10

2. Comfortable atmosphere

1 2 3 4 5 6 7 8 9 10

3. Discussion

1 2 3 4 5 6 7 8 9 10

4. Active listening

1 2 3 4 5 6 7 8 9 10

5. Trust and openness

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6. Clarity of assignments

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7. Consensus is the norm

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8. Disagreement is acceptable

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9. Criticism is issue-oriented, not personal

1 2 3 4 5 6 7 8 9 10

10. Shared norms and values

1 2 3 4 5 6 7 8 9 10

11. Commitment

1 2 3 4 5 6 7 8 9 10

12. Effective leadership

1 2 3 4 5 6 7 8 9 10

## Purposeful Team Development

Once the needs of a team have been determined, purposeful strategies can be employed to further develop the team.

The strategies are aligned with the team's needs.

See handout



## Share your successes and challenges/solutions:

- How is your school keeping your Action Plan “alive?”
- What interventions are you working on?

## Department of Education:

- Updates
- Questions



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