

## Strand G: Scaling Up for School Improvement

Team-Based Implementation & Family, School, Community Partnerships

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## Integrated System for Student Achievement

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## What is SISEP?

State Implementation of Scaling Up Evidence Based Practices

Effective implementation of evidence-based practices determined by data analysis and **sustained over time.**

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**Illinois SISEP ISSA**



The Integrated System for Student Achievement (ISSA) is Illinois' process to develop a multi-tiered statewide system of school improvement making education more effective and efficient. ISSA will support your district in the development of an infrastructure and processes necessary to implement and sustain evidence based practices with integrity. Working within the context of your District Improvement Plan, this support will include a focus on the following core elements:

- Leadership and commitment
- Team Based implementation
- Family, School, and Community Partnerships
- Data Driven Decision Systems
- Evidence Based Practices
- Professional Development/Coaching

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- What stakeholders should be represented on a District Leadership Team
- Why the inclusion of Parents and Community are integral members of the teaming process for districts and schools.

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The District Leadership and Implementation Team will work with districts in building an infrastructure to implement and support an evidence based practice or an evidence informed innovation.

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## Let's Talk About Infrastructure



### ***Leadership and Commitment***

Build an infrastructure within a district that is inclusive of **all stakeholders** and puts systems in place for successful implementation and sustainability of evidenced based practices as indicated by district data to improve both student academic success and behavior.

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## ALL STAKEHOLDERS



Jot down on post-it notes who would be included as a stakeholder in a district.

Use as many post-its as you like.

Share your notes with a neighbor.

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## Activity



- Of your combined stakeholders who typically is or are the decision makers?

- Group Share

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| District Leadership Team    |  |
|--|--|
| Who is on the team?  |  |
| <b>Necessary</b><br>Superintendent (or designee)<br>Director of Curriculum & Instruction<br>Director of Special Education<br>Board Member<br>Family member (not a district employee)<br>Union representative<br>District Level Coach*<br>Principal | <b>Encouraged</b><br>ROE<br>RESPRO<br>Community Partner<br>Data Manager<br>Special Ed Cooperative Representative |

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| District Leadership Team    |   |
|--|---|
| <b>Necessary</b><br>Superintendent (or designee)<br>Director of Curriculum & Instruction<br>Director of Special Education<br>Board Member<br>Family member (not a district employee)<br>Union representative<br>District Level Coach*<br>Principal | Which of the stakeholders on list is <b>not</b> typically on the team or involved in the decision making process? |

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| Family, School, and Community Partnerships   |
|---|
| <ul style="list-style-type: none"> <li>■ Families and community members feel welcomed, valued and connected</li> <li>■ Family and community members are equal partners in the school improvement process</li> </ul> |

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## Importance of Family Partnerships



- The Harvard Family Research Project has defined “authentic participation in school reform” as having seven qualities:
  1. A community of parents committed to school improvement.
  2. Relationship of trust between parents and school staff.
  3. Development of parent participation and leadership skills.

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## Importance of Family Partnerships



4. Opportunities for parents to influence the process and outcomes of an issue.
5. Parent involvement in a deliberation process where all participants are on equal footing
6. New roles for administrators and teachers as partners who listen to parents' concerns, work with them on issues, and engage them in open dialogue.
7. Changes in local administrative systems to support authentic participation.

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## Partnerships...



- Support child's learning and achievement
- Promote understanding of the needs of families, communities & schools
- Support school improvement efforts
- Connect families to community resources
- Build capacity without adding staff
- Establish fiscal and political support

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## Family, School, and Community Partnerships



- Move from an expert model to a partnership model
  - From asking how parents & community members can help schools achieve their goals
  - To identifying shared goals and working together to achieve them

***Because the goals are really the same!***

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## Family, School, and Community Partnerships



- Provide ongoing support to school staff about the importance of family and community involvement
  - Establish relationships
  - Build trust and rapport
- Model importance by “walking your talk”
  - Family Involvement
    - STSs
    - RITs
    - DLITs
    - BLITs

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## Family, School, and Community Partnerships



- Tap into parent & community organizations
- Establish multiple communication paths
- Provide mentoring/coaching, ongoing support to family & community members
- Respect each other
- Recognize needs such as class & cultural differences
- Shared power & responsibility

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## Why am I on this team?



- Clarifying expectations and responsibilities for team members brings clarity and purpose.
- The Team Roles activity can bring understanding to why one has been asked to join the team and help build community and purpose.

The following activity can be done either during the first meeting and revisited later or during the second meeting when team members have a good idea of the purpose of the team's work as a whole.

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## Role of Team Members



|                      |  |
|----------------------|--|
| Board Member         |  |
| Superintendent       |  |
| Special Ed. Director |  |
| Curriculum Director  |  |
| Family Members       |  |
| ROE/Respro           |  |
| District Level Coach |  |
| Community Partner    |  |

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## Activity



- Directions for activity: Lock eyes with someone across the table whom you do not know well, partner with that person and grab a marker,
- Walk through the gallery of posters. Write your vision for each of the varying roles for members of the District Leadership Team.
- You will have 2 minutes to write your ideas on each poster.

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## The Role of Families & Community Members



- Integrating participation of parents and community members into the school improvement process.
  - Implementing strategies to have all families informed of services provided by the district and community are key.
  - Parents as partners in decision-making, involved in school improvement planning and asked to provide feedback are essential to effective school reform.

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## The key function of the DLIT is to:



- Assess the impact of current initiatives on student outcomes
- Implement the practices currently selected by the district to address prevalent student needs
- Ensure organizational changes in the buildings and district to support effective implementation
- Communicate in a *two way fashion* information and data from building to district and vice versa
- Give implementation skills to buildings and develop building level teams that mirror the work being done at the district level.

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## How will the DLIT address those tasks?



- Review the current needs and initiatives at the school level
- Gather information about the strengths of the schools
- Provide implementation training, coaching and consultation based on the needs of the schools
- Modify the training
- Actively engage in continuous cycles as a team and with schools

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## School Based Teams



- The District Learning Team along with members of the ISSA team will build an infrastructure to implement learning teams.
- Skills needed can be introduced in a training, but must be practiced and mastered on the job with the help of a coach and the support of a learning team.
- Implementation research supports training, coaching, and teaming as principal ways to bring about change in behavior.

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## School Based Teams



- Training alone, no matter how well done, does not lead to successful implementation
- The professional learning community or team based implementation model is a powerful way of working together that profoundly affects the practices of schooling.
- It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement.

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## Activity



- Share with your neighbor your own experience in working with a school based team?
- Group Share

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## Contact Information



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