Eric Hirsch

3608 University Drive, Suite 101
Durham, NC 27707
919-806-2200 (office)
919-608-8294 (cell)

ehirsch@newteachercenter.org

www.newteachercenter.org

New Teacher Center
Launching the Next Generation

Creating Communities of Practice in Support of Improved Conditions for Learning

Workshop Session 1: Sustainability
Office of Safe and Drug-Free Schools
School Climate Technical Assistance Symposium
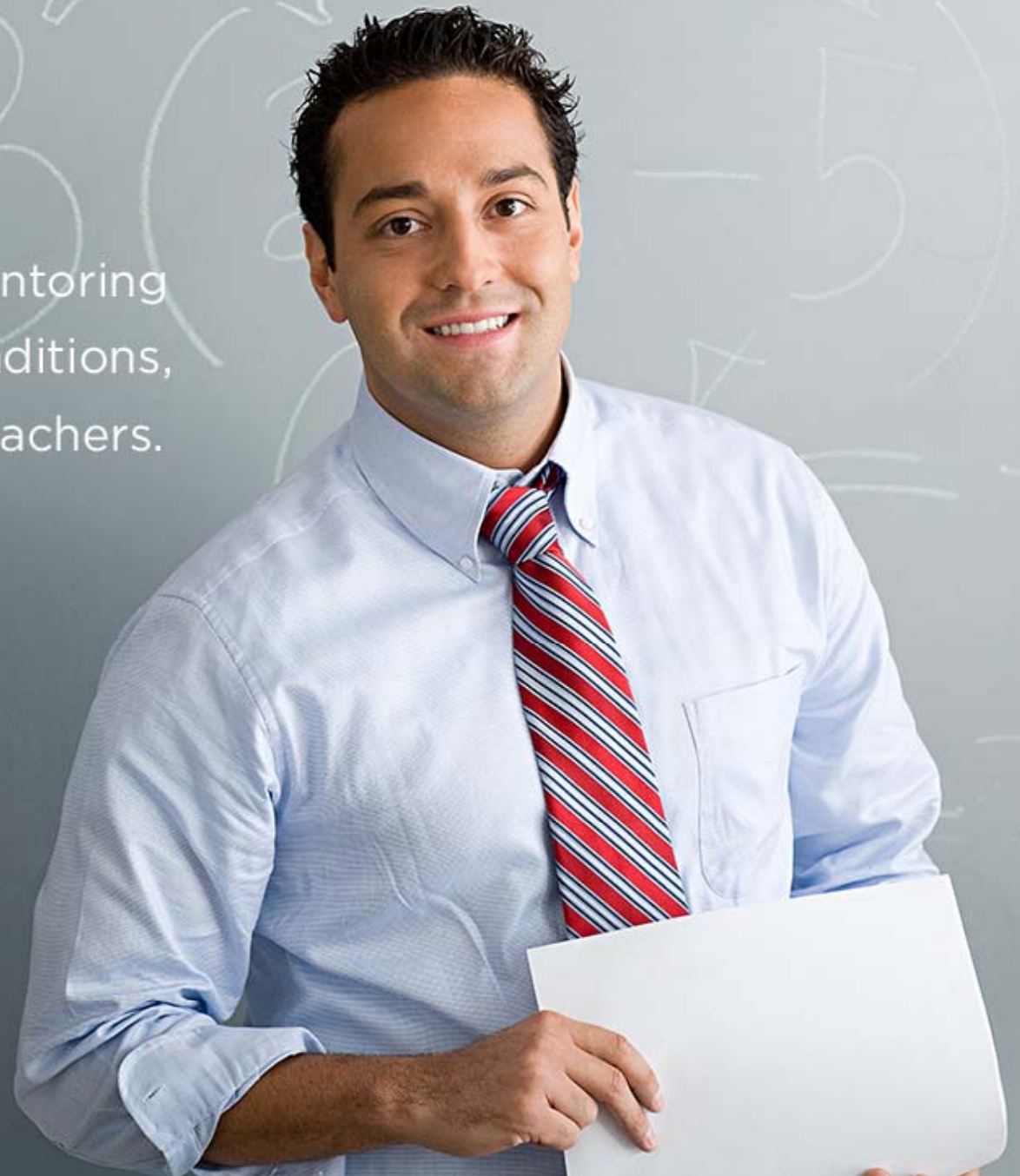New Orleans, LA March 10, 2011

Eric Hirsch, Chief External Affairs Officer

New
Teacher
Center

when we focus on teachers
our students succeed

From instructional mentoring to school working conditions, our focus is on new teachers.

NTC Documenting Teaching Conditions Across the Country

The Teaching and Learning Conditions Survey Initiative

'Information is what legislators operate on, and this is great currency for us."
—Rep. Rick Glazier (N.C.) about the state's teaching and learning conditions initiative as quoted in State Legislatures magazine (Sept. 2009)

Since 2008, we have heard from over 500,000 educators (and counting) working in 12 states and 9 districts

- NTC has produced more than 10,700 school-level data reports over the past 3 years
- Clients in 2008-2011 include **Alabama, Colorado, Fairfax County (Va.), Illinois, Kansas, Maine, Maryland, Massachusetts, North Carolina, Vermont, West Virginia, Kentucky, Tennessee**
- NTC also received a grant from the **Bill & Melinda Gates Foundation as** part of the foundation's **Measures of Effective Teaching (MET)** project where the survey was administered in select schools and districts across the country including **Pittsburgh, Memphis, etc.**

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Conditions Assessed and Related to Communities of Practice

The Teaching and Learning Conditions Survey Initiative

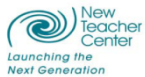"Information is what legislators operate on, and this is great currency for us."
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- Time
- Facilities and Resources
- Community Engagement and Support
- Managing Student Conduct
- Teacher Leadership
- School Leadership
- Professional Development
- Instructional Practices and Supports
- New Teacher Support

Previous Findings from State and District Working Conditions Initiatives

- Working conditions influence school level student achievement results while controlling for student, teacher and school characteristics

- Working conditions, particularly leadership, influence future employment plans and teacher retention

- Not everyone in the school views working conditions similarly

Correlations of Teaching Conditions with School Level Performance by Level in North Carolina

NC 2010 Teacher Working Conditions Survey Construct	Elementary (n=1371)	Middle School (n=461)	High School (n=480)	All Schools (n=2509)
Time	.055*	.064	**.368****	.076**
Managing Student Conduct	**.306****	.295**	**.494****	.239**
School Leadership	.213**	.151**	**.354****	.168**
Professional Development	.045	-.044	**.306****	.032
Teacher Leadership	.242**	.192**	**.384****	.186**
Facilities and Resources	.149**	.217**	**.359****	.159**
Community Support and Involvement	**.426****	**.563****	**.583****	**.393****
Instructional Practices and Support	.088**	.025	.272**	.115**

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

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Differences in Working Conditions Between Highest and Lowest Performing Elementary Schools
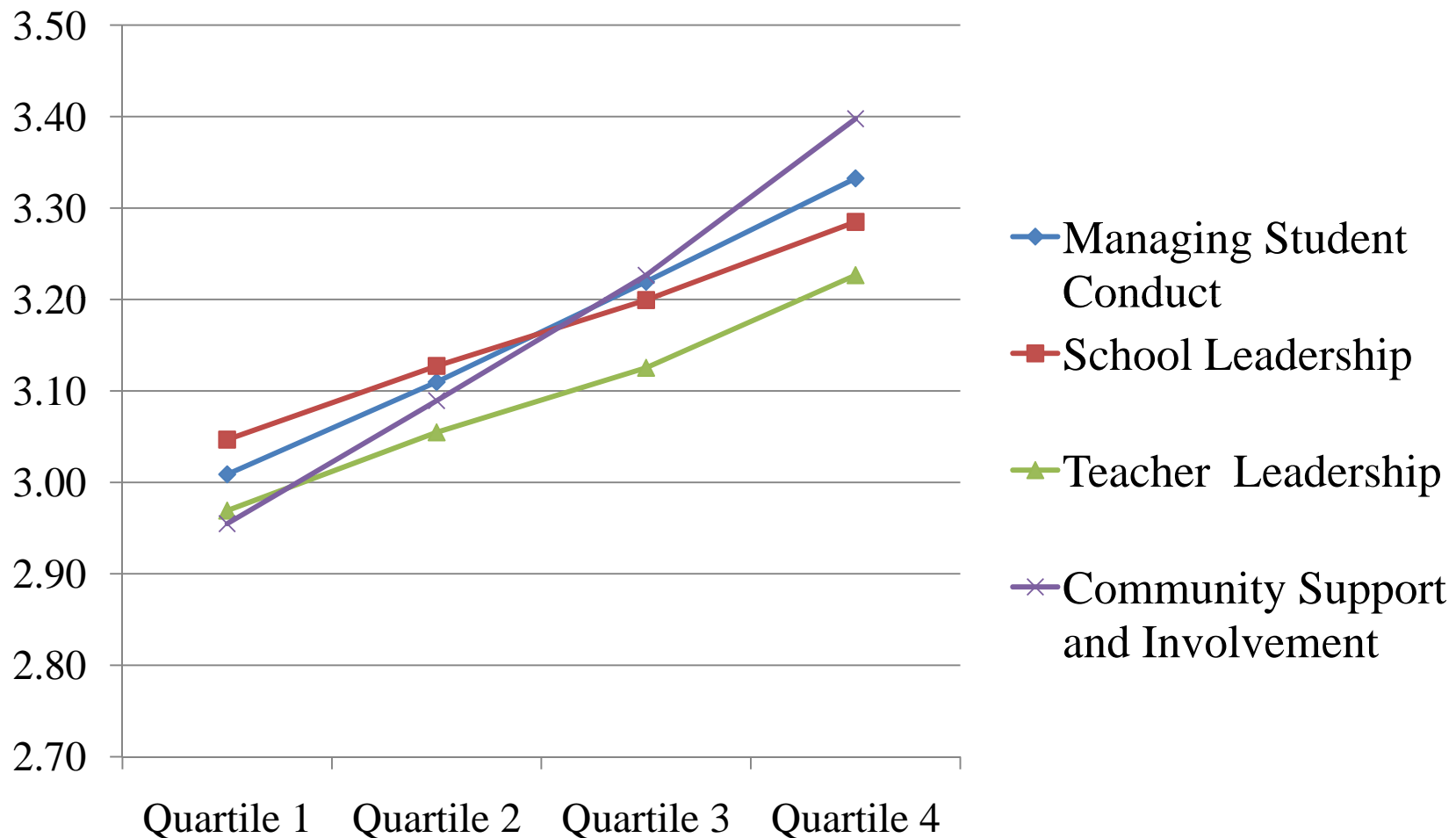
Note: Differences between all quartiles statistically significant at the P < .05 level

Working Conditions Across Elementary Performance Quartiles in North Carolina

TWC Item with Greatest Variance Across Quartiles in Each Survey Construct	Percent Agreement				Diff, Q1 to Q4
	Q1 Lowest	Q2	Q3	Q4 Highest	
Time: Teachers are allowed to focus on educating student with minimal interruptions.	68.15%	70.80%	74.15%	78.98%	10.83%
Fac.&Res.: Teachers have sufficient access to office equipment and supplies…	76.99%	81.06%	83.80%	86.49%	9.51%
Community Engagement: Parents/guardians are influential decision makers in this school.	56.79%	71.33%	81.84%	90.42%	33.64%
Managing Student Conduct: Students at this school follow rules of conduct.	64.24%	77.06%	85.76%	92.52%	28.29%
Teacher Leadership: The faculty has an effective process for making group decisions..	74.10%	78.72%	81.45%	84.98%	10.88%
School Leadership: There is an atmosphere of trust and mutual respect in this school.	66.30%	72.42%	76.92%	82.45%	16.15%
PD: In this school, follow up is provided from professional development.	76.97%	78.98%	80.62%	81.85%	4.87%
Instr. Prc.&Sup: Teachers have autonomy to make decisions about instructional delivery…	68.41%	73.13%	75.84%	81.09%	12.69%

Teaching Conditions and Student Learning in North Carolina (2010)

- *Managing Student Conduct was statistically significant in explaining school level student performance at all levels while controlling for student, teacher and school characteristics.* Instructional Practices and Supports was significant for middle schools and Community Engagement and Support for high schools

  - An 11.5 percent increase in the percentage of elementary students at or above grade level could be estimated for every one point increase in the mean Managing Student Conduct construct average

  - Approximately 15 percent of the variance in student performance across high schools could be explained by the combined presence of all significant teaching conditions constructs

  - While teaching conditions are critical, student poverty was the strongest predictor of performance, between 1.5 and 4 times as great as working conditions and other influences

Items With Greatest Differences in Rate of Agreement between Stayers, Movers, and Leavers by Construct

NC 2010 TWC Item	Future Employment Plans of Educators				Stayer minus Mover
	Stayers n=74954 82.3%	Movers n=6906 7.6%	Leave Classroom n=6261 6.9%	Leave Ed. n=2984 3.3%	
Time: Teachers are allowed to focus on educating students …	72.0%	47.1%	63.9%	52.0%	24.9%
Resources: Teachers have sufficient access to a broad range of professional support personnel.	84.1%	65.2%	77.1%	71.5%	18.9%
Community Support: Parents/guardians support teachers…	76.3%	51.6%	66.7%	60.0%	24.7%
Managing Student Conduct: School admin. support teachers' efforts to maintain discipline…	82.8%	50.4%	73.9%	64.2%	32.4%
Teacher Leadership: Teachers have an appropriate level of influence on decision making in this school.	**70.3%**	**37.0%**	59.7%	50.4%	33.3%
School Leadership: There is an atmosphere of trust and mutual resp.	**76.0%**	**34.8%**	63.3%	55.2%	41.2%
PD: Professional development is differentiated….	65.9%	41.3%	59.9%	50.9%	24.6%
Inst. Practices & Support: Teachers are assigned classes that maximize their success.	69.6%	40.7%	61.6%	48.1%	29.0%

Principals and Teachers Perceive Conditions Differently

TABLE 3. TEACHER AND PRINCIPAL PERCEPTIONS OF TEACHER WORKING CONDITIONS

NC 2010 TWC Survey Items	Percent Agreeing		
	Principals	Teachers	Difference
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	95.5	52.0	43.5
Teachers are assigned classes that maximize their likelihood of success with students.	97.1	66.1	31.0
School administrators consistently enforce rules for student conduct.	99.4	69.1	30.3
Teachers feel comfortable raising issues and concerns that are important to them.	98.4	69.0	29.4
The non-instructional time provided for teachers in my school is sufficient.	90.0	61.2	28.8
Students at this school follow rules of conduct.	98.0	69.4	28.6
Teachers are protected from duties that interfere with their essential role of educating students.	96.8	68.6	28.2
Teachers are allowed to focus on educating students with minimal interruptions.	97.1	68.9	28.2
Professional development is differentiated to meet the individual needs of teachers.	89.0	63.2	25.8
There is an atmosphere of trust and mutual respect in this school.	96.9	71.3	25.6

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Communities of Practice: Attending to the Foundation

- **Trust:** Attending to vision, press and process
- **Safety:** Allowing teachers and students to focus on learning
- **Leadership**: Providing educators—administrators and teachers—opportunities to succeed
- **Support:** Ensuring that teachers have the feedback and development they need to improve instruction

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Variations in Time in One District: Do Teachers Have Time to Collaborate?

Time Questions		District	Elementary Schools										
			School A	School B	School C	School D	School E	School F	School G	School H	School I	School J	School K
Q2.1a	Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	60%	45%	59%	91%	42%	62%	38%	69%	40%	67%	20%	47%
Q2.1b	Teachers have time available to collaborate with colleagues.	54%	55%	64%	95%	31%	68%	43%	73%	5%	68%	68%	45%
Q2.1c	Teachers are allowed to focus on educating students with minimal interruptions	51%	23%	50%	95%	44%	62%	55%	61%	29%	76%	35%	53%
Q2.1d	The non-instructional time provided for teachers in my school is sufficient.	51%	45%	52%	100%	35%	62%	48%	62%	19%	60%	32%	47%
Q2.1e	Efforts are made to minimize the amount of routine paperwork teachers are required to do.	42%	30%	29%	76%	46%	40%	35%	42%	15%	35%	25%	45%
Q2.1f	Teachers have sufficient instructional time to meet the needs of all students.	59%	55%	36%	95%	38%	43%	44%	48%	33%	43%	37%	28%
Q2.1g	Teachers are protected from duties that interfere with their essential role of educating students.	63%	58%	57%	82%	52%	60%	69%	74%	62%	90%	75%	85%

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Variations in Conditions: Can Teachers Utilize Collaborative Communities?

Instructional Practices and Support		Select Elementary Schools									
		District Average	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9
Q9.1d	Teachers work in professional learning communities to develop and align instructional practices.	71%	39%	95%	100%	59%	36%	83%	95%	71%	79%
Q9.1e	Provided supports (i.e. instructional coaching, PLCs, etc.) translate to improvements in instructional practices by teachers.	75%	39%	100%	79%	82%	73%	94%	85%	80%	85%
Q9.1g	Teachers are assigned classes that maximize their likelihood of success with students.	50%	20%	50%	26%	50%	30%	72%	71%	43%	69%
Q9.1h	Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	38%	26%	33%	15%	20%	27%	21%	19%	23%	54%

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District Teaching Conditions Dashboard – Schools with Most Positive Conditions

Working Conditions Composite	2009-2010 AYP Status	School NCLB Status	Number of Teachers Requesting Transfer	Total Number of Teachers	Total Enrollment	% FRL
0.432289	O	Made AYP	1	46	553	68.72
0.515098	O	Made AYP	2	19	272	88.97
0.521937	O	Made AYP	0	40	301 / 208	94.68 / 89.9
0.526566	X	School Improvement II	n/a	21	263	96.96
0.531453	O	Making Progress: in School Improvement II	2	27	290	80
0.583919	O	Made AYP	3	27	338	74.85
0.589605	O	n/a	0	21	-	-
0.609001	O	Made AYP	1	18	248	62.1
0.614531	O	Made AYP	0	18	299	68.23
0.632611	O	Made AYP	0	20	263	81.37
0.670111	O	Made AYP	2	25	365	70.41
0.748149	O	n/a	0	17	80	62.5
1.001227	O	Made AYP	0	28	322	72.67

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District Teaching Conditions Dashboard – Schools with Most Challenging Conditions

Working Conditions Composite	2009-2010 AYP Status	School NCLB Status	Number of Teachers Requesting Transfer	Total Number of Teachers	Total Enrollment	% FRL
-1.21539	X	Corrective Action I	7*	22	253	87.35
-1.03923	X	Corrective Action II 3rd Year	18	55	490	75.92
-0.72456	X	School Improvement I	11	28	335	98.21
-0.68024	X	Corrective Action II 1st Year	6	122	1354	41.88
-0.62374	O	Made AYP	6	24	307	86.97
-0.5757	X	School Improvement II	21	43	560	88.39
-0.51394	O	Making Progress: in School Improvement II	3	52	688	34.01
-0.43676	X	Corrective Action II 3rd Year	5	65	750	67.2
-0.42063	O	Made AYP	5	23	305	89.84
-0.40505	X	Corrective Action I	3	52	487	79.67
-0.38318	X	Corrective Action II 2nd Year	5	85	818	74.45
-0.38304	O	Made AYP	n/a	15	258	89.92
-0.34888	X	School Improvement II*	4*	15	188	92.55
-0.25094	O	Made AYP	0	17	230	88.7
-0.24976	X	Corrective Action II 1st Year	5	96	1192	60.4

Teaching Conditions Improve Through Data Driven Dialogue

Influence on Change in Overall Teaching Conditions Improvement Between 2006-2008 (NC)	Correlation
Principal Years of Experience	.089**
Improved rating on student growth	.057**
Improvement in the percent proficient on the performance composite	.089**
Percentage High Poverty	.014
Change in school level turnover percentage	-.041
2008 student teacher ratio	-.067**
Percentage indicating a desire to remain teaching in their current school	.306**
Change in the percentage indicating they use the data as a "school improvement tool"	.634**

** Statistically significant at the .001 level (2-tailed ANOVA).

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Schools Improving Teaching Conditions

- A sudden or dramatic event was a catalyst for change
- Influx of support and resources focused on instruction
- Faculty were brought together around improved student learning
- Strong community support
- Meaningful changes to school leadership and communication
- Teachers empowered to make key decisions
- Changes were made in the use of teacher time
- Used the survey and other data sources for change

What States Can Do to Facilitate School Communities of Practice

- **Standards:** Clarity of Expectations
- **Assessment:** Data for Educators and Policymakers
- Evaluation: Integrating into Educator Evaluation and School Improvement
- **Technical Assistance**: Tools and Training
- **Intensive Support:** Specialists for Low Performing Schools
- **Best Practices:** Documenting and Replicating Success

The North Carolina Teacher Working Conditions Survey
A Parent Guide to School Improvement

What Is the Survey?

The North Carolina Teacher Working Conditions Survey provides information to schools, districts, and the state about whether educators have the supportive school settings necessary for them to do their jobs well and be successful with students. Schools with positive teaching conditions are schools with positive learning results.

As a parent, you can look up the responses from your school and see what teachers and faculty say about what they think of the conditions that will allow them to best serve your child. It can also be an important guide for you in determining where you may be able to help the work of the school and its educators.

North Carolina's Teacher Working Conditions Initiative

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North Carolina Teacher Working Conditions Survey: Guide for School Improvement

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Launching the Next Generation

Understanding and Improving Teacher Working Conditions
An Activity Guide for North Carolina School District Leaders

by Ann Maddock, Andrew Sioberg and Eric Hirsch

Eric Hirsch

3608 University Drive, Suite 101
Durham, NC 27707
919-806-2200 (office)
919-608-8294 (cell)

ehirsch@newteachercenter.org

www.newteachercenter.org

CREATING COMMUNITIES OF PRACTICE IN SUPPORT OF IMPROVED CONDITIONS FOR LEARNING

- Office of Safe and Drug-Free Schools
- School Climate Technical Assistance Symposium
- New Orleans, LA
- March 10, 2011

- Joanne Cashman, Ed. D., Director
- The IDEA Partnership at the National Association of State Directors of Special Education (NASDSE)
- 1-877-IDEA INFo
- www.ideapartnership.org

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THINKING LIKE A PARTNER:
THE STRATEGIC VALUE OF COMMUNITIES OF PRACTICE IN ACHIEVING GOALS AND SUSTAINING THEM
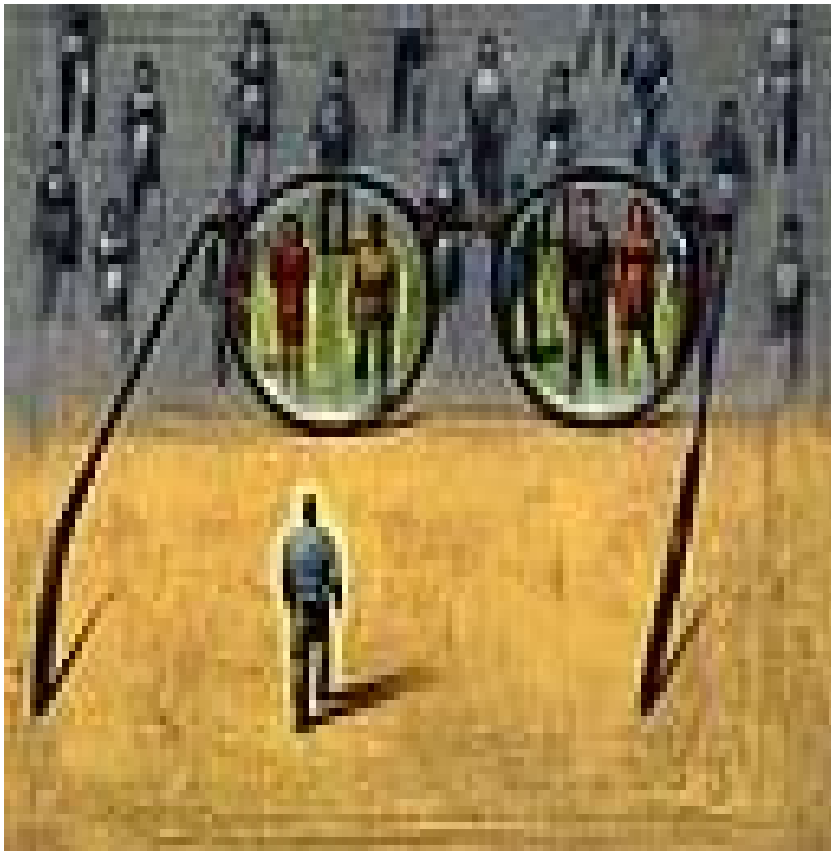
- Everyone has something to share and everyone has something to learn about our most challenging issues.

- States and stakeholders are turning varied perspectives into strategies to change the way we approach complex problems together

OUR TIME TOGETHER TODAY

- Ask
  - Can we learn to work across boundaries of roles, agencies and levels to impact critical problems?
  - Can an afford not to?

- Describe
  - The strategic advantage of partnerships with stakeholders
  - Kinds of partnerships
  - Communities of Practice (CoP) strategy
  - The National CoP on School Behavioral Health
  - How CoPs help sustain ideas and initiatives

3

" In theory there is no difference between theory and practice; in practice there is."

Yogi Berra

THE VOCABULARY OF COLLABORATION: WHAT ELEMENTS MATTER?

Common Terms

- Partnership
- Coalition
- Community of Practice

Critical Elements

- Duration
- Role
- Depth
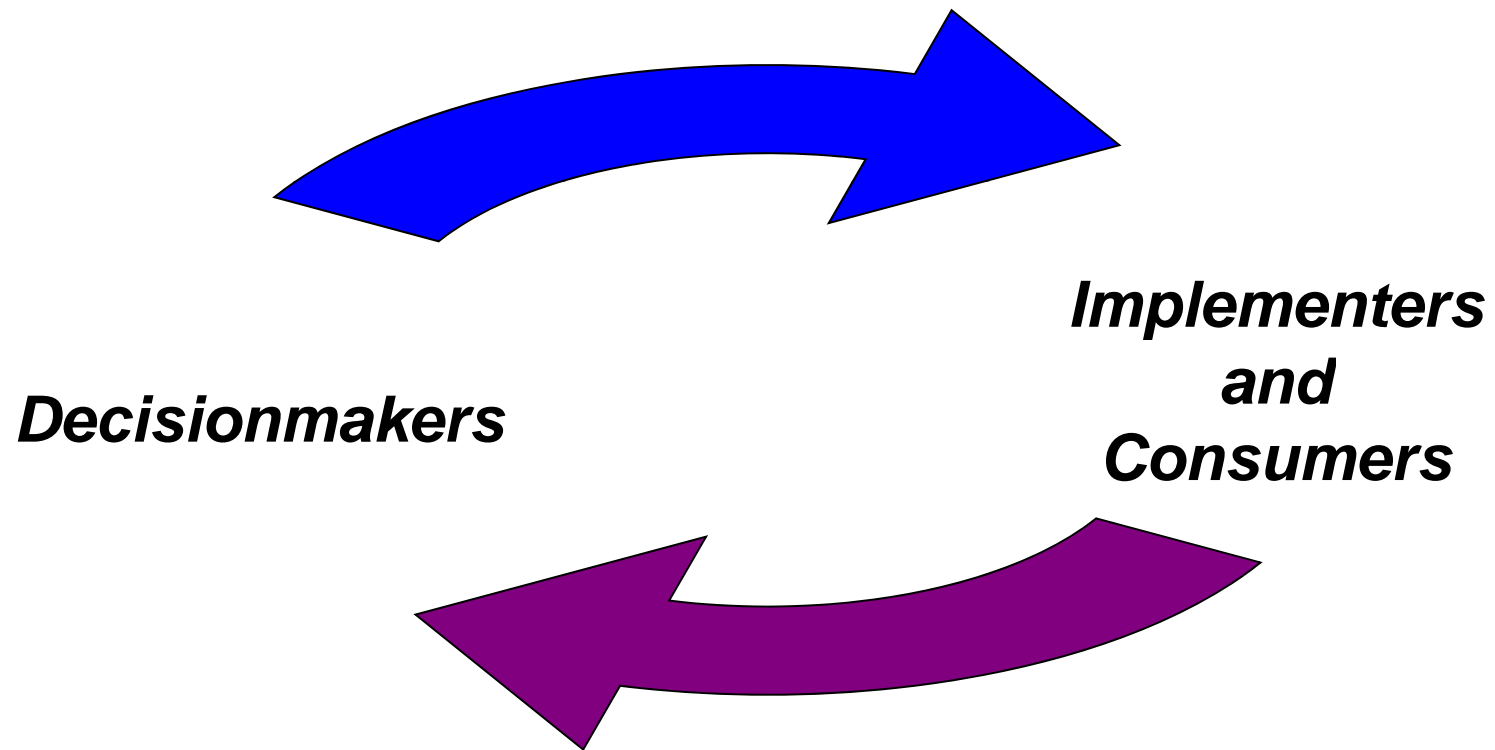- Strategic Value
- 'Push' or 'Pull '

Knowledge Management (KM):
The New Focus on Information *and* Experience

"Knowledge is an asset to be managed like other assets"

Etienne Wenger

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Two-Way Learning:
Partnering to Learn What Works

Decisionmakers

Implementers and Consumers

COMMUNITIES OF PRACTICE: THE EVOLUTION OF KNOWLEDGE MANAGEMENT

- Untapped knowledge resides with those that are closest to the work

- To reveal opportunities and gaps, leaders need the engage those that have a role in resolving persistent problems

- *Real* change requires that leaders, implementers and consumers build a shared sense of purpose around the change

WHAT DO YOU THINK?

Can this way of learning be taught?

Can this style of leadership
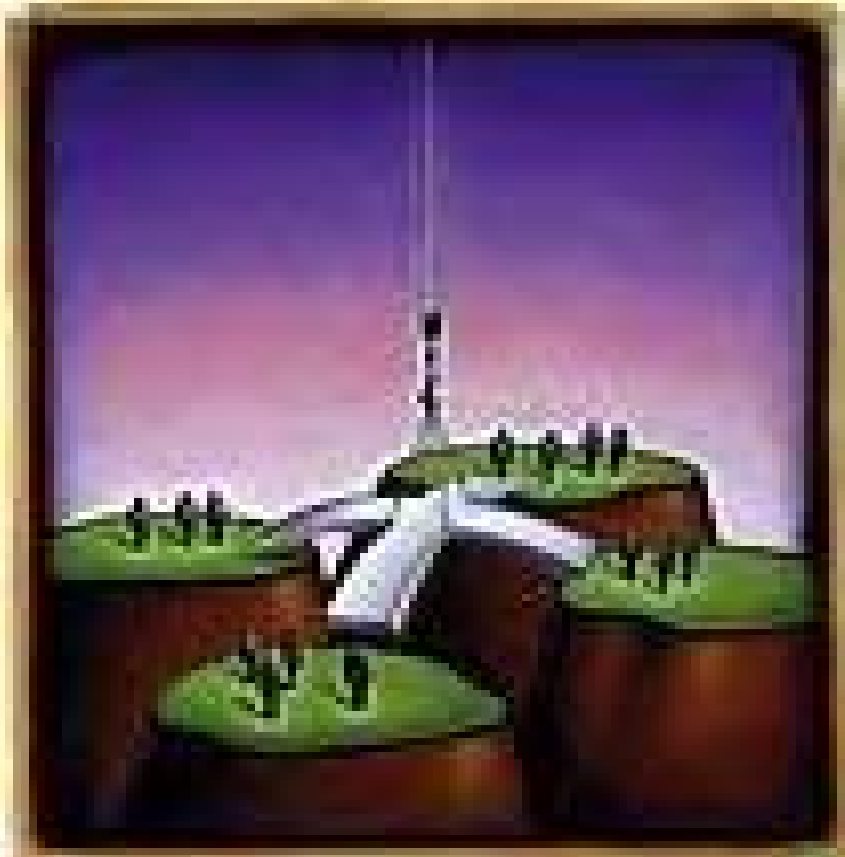be learned?

WHAT ARE COMMUNITIES OF PRACTICE?

A way of working

- Involving those who do shared work
- Involving those that share issues
- Always asking "who isn't here?"

A way of learning

- To create new knowledge grounded in 'doing the work'
- With those who can advocate for and make change

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WHAT DO COMMUNITIES DO?

- Seek and invite others doing shared work

- Share learnings within organizations, agencies and roles

- Share learnings across organizations, agencies and roles

- Decide to go things together that will address a shared concern

- Create new knowledge grounded in 'doing' the work

WHY ARE COMMUNITIES OF VALUE?

- Provide the support that individuals need

- Respect the 'expertise' that individuals bring

- Recognize the differences in the settings where people do their work

- Seek commonality within differing viewpoints

- Unite individuals in action

- Focus on 'learning'

- Use 'learning' to transform practice

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HOW DO COMMUNITIES MAKE A DIFFERENCE?
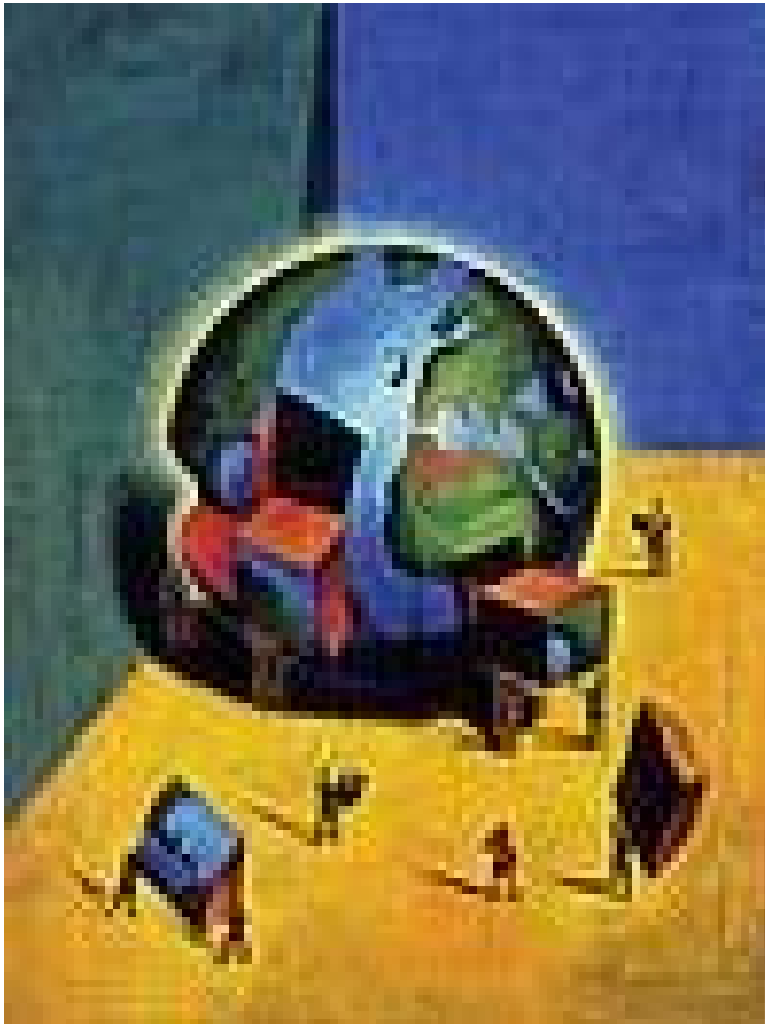
- Use the natural bonds between people that do common work

- Maintain communication that strengthen natural bonds

- Keep community members focused on outcomes

- Use the 'community status' to bring attention to issues

- Use the 'community status' to engage the people that can help move the issues

- Move change to the *'Tipping Point'*

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UNDERSTANDING SHARED WORK

- Who is interested in this issue and why?

- What efforts are underway separately to address the work?

- What will make the shared work need fulfilling for others?

- How can we build new connections? What venues and communication vehicles will deepen connections?

- What 'real work' goal could unite us?

- Reach out and invite!

FORMING A COMMUNITY OF PRACTICE

- Based upon the work of Etienne Wenger
- *Communities of Practice (COP)* are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.
- Website:
  - http://www.ewenger.com/theory/index.htm

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IDEA PARTNERSHIP: CoP IN PRACTICE

- www.ideaparternship.org

- A *Community of Practice (CoP)* is quite simply a group of people that agree to interact regularly to solve a persistent problem or improve practice in an area that is important to them.

- A New Approach to Solving Complex Educational Problems

  - Cashman, J., Linehan, P., & Rosser, M. (2007). *Communities of Practice: A new approach to solving complex educational problems.* Alexandria, VA: National Association of State Directors of Special Education.

  - http://www.ideapartnership.org/documents/CoPGuide.pdf

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COPs involve sharing....

- vision
- passion
- decision making
- problem solving
- knowledge
- language
- commitment
- work

COPS ARE NOT SUCCESSFUL BECAUSE OF LIKE-MINDED PEOPLE, THEY ARE SUCCESSFUL BECAUSE THEY BRING TOGETHER PEOPLE WITH MULTIPLE PERSPECTIVES THAT SHARE A COMMITMENT TO CHANGE.

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3 CRITICAL ELEMENTS TO A COP
REFERENCE: ETIENNE WENGER

- **The Domain**
  - A "shared identify" that unifies the community
- **The Community**
  - Members building relationships & helping each other. Members engaging in shared dialogues, activities, and information and resource sharing.
- **The Practice**
  - Practitioners with a shared repertoire of resources that interact for a shared purpose.

5 CRITICAL FUNCTIONS
REFERENCE: ETIENNE WENGER

- Educate
  - Collecting and disseminating information related to problems of practice

- Support
  - Provide a method for communicating and interacting (eg. Wiki worksite, Sharedwork.org, etc.)

- Cultivate
  - Assist a group in "getting going" and sustaining a positive "rhythm of interaction"

- Encourage
  - Promote the work and accomplishments of the community by talking about the work

- Integrate
  - Involve and integrate the community work in the policies and decision-making of the organization

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Cultivating communities of practice
a quick start-up guide
by Etienne Wenger

Where to start?

What are communities of practice?

Communities of practice are groups of people who share a passion for something that they know how to do and who interact regularly to learn how to do it better.

What elements to develop?

Domain: the definition of the area of shared inquiry and of the key issues

Community: the relationships among members and the sense of belonging

Practice: the body of knowledge, methods, stories, cases, tools, documents

set strategic context

A strategic context lets communities find a legitimate place in the organization

- Articulate a strategic value proposition
- Identify critical business problems
- Articulate need to leverage knowledge

educate

Communities of practice are a familiar experience, but people need to understand how they fit in their work.

- Conduct workshops to educate management and potential members about the approach
- Help people appreciate how communities of practice are inherently self-defined and self-managed
- Establish a language to legitimize communities and establish their place in the organization

support

Communities of practice can use some light-handed guidance and technology infrastructure.

- Provide some process support, coaching, and logistic assistance
- Identify needs and define adequate infrastructure without undue emphasis on fancy technology

integrate

The formal organization must have processes and structure to include these communities while honoring their root in personal passion and engagement.

- Integrate communities in the way the organization works
- Identify and remove obvious barriers
- Align key structural and cultural elements

encourage

Practitioners usually see the value of working as a community but may feel the organization is not aligned with their understanding.

- Find sponsors to encourage participation
- Value the work of communities
- Publicize successes

get going

Starting to cultivate communities of practice as early as possible creates early examples that allow people to learn by doing.

- Have a few pilot communities going as soon as possible
- Find communities to start with by identifying areas where there is potential and readiness
- Interview some prospective members to understand issues, start discussing a community, and identify potential leaders
- Gather a core group to prepare and initiate a launch process
- Help members organize an initial series of value-adding activities
- Encourage them to take increasing responsibility for stewarding their knowledge

Why focus on communities of practice?

	short-term value	long-term value
members	• help with challenges • access to expertise • confidence • fun with colleagues • meaningful work	• personal development • reputation • professional identity • network • marketability
organization	• problem solving • time saving • knowledge sharing • synergies across units • reuse of resources	• strategic capabilities • keeping abreast • innovation • retention of talents • new strategies

What are some critical success factors?

community	organization
• Domain that energizes a core group • Skillful and reputable coordinator • Involvement of experts • Address details of practice • Right rhythm and mix of activities	• Strategic relevance of domain • Visible management sponsorship, but without micro-management • Dance of formal and informal structures • Adequate resources • Consistent attitude

NATIONAL CoP ON SCHOOL BEHAVIORAL HEALTH

Defining the Strategic Partnership

17 Collaboration-focused State Teams are comprised of multiply agency representatives (i.e. Department of Education, Office of Mental Health, various state initiatives, etc.) to influence policy and practice within state and learn across states.

12 Issue-focused Practice Groups work across state teams, federal centers and national organizations on issues of shared importance.

17 Collaboration-focused Cross-agency State Teams

8 Federal Centers funded by OSEP, SAMHSA, and HRSA

National CoP on School Behavioral Health

12 Issue-focused Practice Groups

23 National Organizations

8 Federal Centers develop and provide best-practice, high-quality professional development and technical assistance across states.

National CoP on School Behavioral Health:
- acts as a convener
- facilitates interactions among CoP members
- organizes and supports facilitators of state teams and PG
- aligns CoP issues with work scopes of TA
- maintains virtual communication
- works cross-state
- works cross-issue
- leads high profile national meeting

23 National Organizations share the perspective of their constituents on behavioral health issues and share community messages with their members.

Integrated Strategic Partnerships

High Content + High Tech + High Touch = SUCCESS
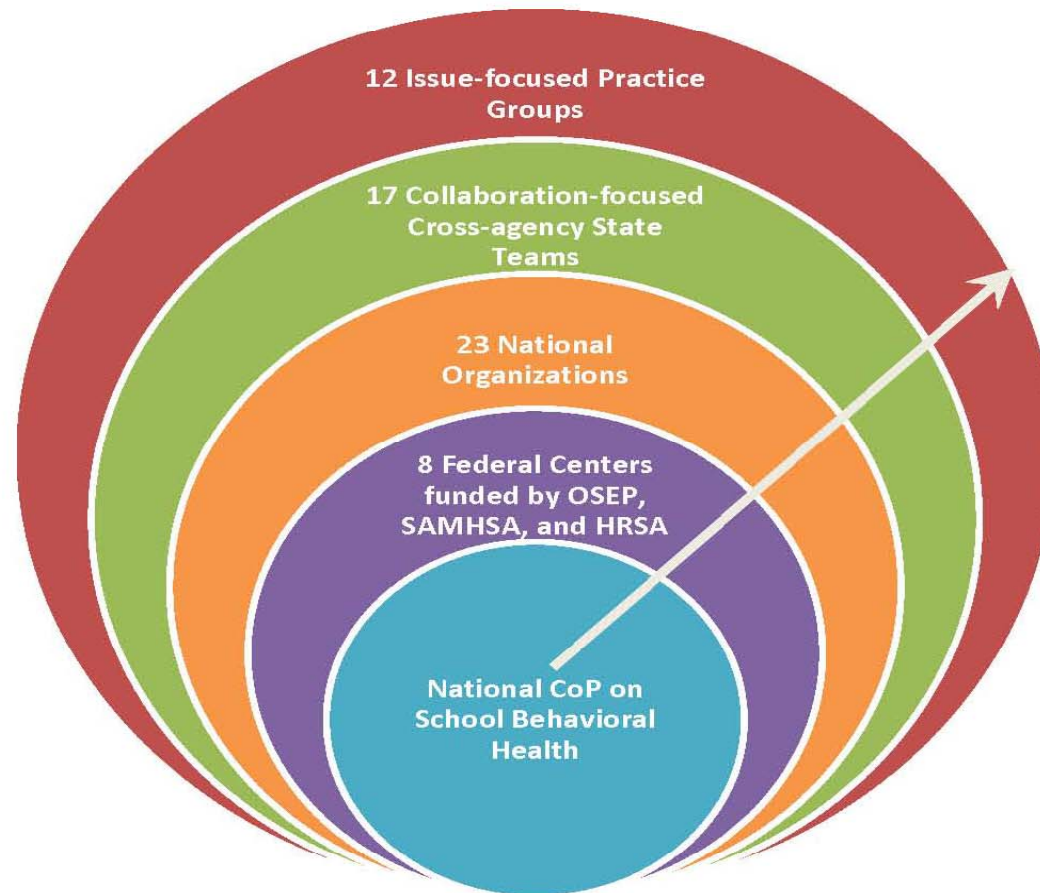
STATE COPS

- CO
- HI
- IL
- MD
- MN
- MO
- MT
- NH

- NM
- NC
- OH
- PA
- SC
- SD
- UT
- VT
- WV

NATIONAL PRACTICE GROUPS

- Child Welfare and School Mental Health
- Connecting School Mental Health and Positive Behavior Supports
- Connecting School Mental Health with Juvenile Justice and Dropout Prevention
- Education: An Essential Component of Systems of Care
- Family-School-Community Partnerships
- Improving School Mental Health for Youth with Disabilities

- Learning the Language/Promoting Effective Collaboration
- Psychiatry in Schools
- Quality and Evidence-Based Practice
- School Mental Health for Military Families
- Building a Collaborative Culture for Student Mental Health
- Youth Involvement and Leadership
- School Mental Health for Culturally Diverse Youth

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THE NATIONAL WORK

- Together the states, organizations and TA centers lead 13 issue-based Practice Groups that develop the content and design the interaction for of the National Conference on School Mental Health.

- This is unprecedented and is the only meeting of its kind completely constructed by the array of stakeholders with an active program of engagement throughout the year.

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THE STATE WORK

- The national CoP models this way of working for agencies, states, organizations and technical federal assistance centers

- State CoPs model the values in their work with local programs and the array of stakeholders

- Every state in the CoP is working to bring the work of Positive Behavioral Supports and Interventions (PBIS) together with school mental health and community supports articulate a comprehensive approach to behavioral health across the lifespan.

IMPACTING OTHER IMPORTANT CHANNELS FOR INFORMATION AND UNDERSTANDING

○ Technical assistance centers learn to look beyond their workscope to find confections and develop relationships to support the connections

○ Organizations can bring the perspective of their constituents to a broad audience and bring the multiple perspectives back to their members

○ Value added:
  • Documents are richer
  • Meetings are more diverse
  • Dialogue is deeper
  • Intersections are uncovered
  • Opportunities appear

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WHAT HAPPENS WHEN WE WORK DIFFERENTLY…SOME EXAMPLES….

- HI- the CoP began as a way to build relationships and improve services coming out of the Felix Consent Decree and has grown into a systemic approach to improvement. Based on the HI CoP experience, US Army to adopt a CoP approach to supporting the MH needs of military families

- PA- the multi- agency CoP implemented Positive Behavioral Supports in 121 school without a dedicated funding stream.

IN SUMMARY….

- IDEA Partnership builds communities that engage decisionmakers, practitioners and consumers in shared work and learning.

- More importantly, the CoP brings people, perspectives and resources together around persistent problems and implementation challenges.

- Sustainability mean shared leadership…CoPs help leaders emerge form every role and setting!

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