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Module 1 Activity Journal:

Build School Core Team

# School:

# Name:

# Date:

# Journal Entries:

Activity 1.2 – Reflect & Post on the Community Wall

Activity 1.3 – Read the Case Study & Reflect

Activity 1.4 – Watch: Key Concepts for Building a School Core Team

Activity 1.5 – Try It Out: Analyze the Quality Indicators for Building a School Core Team

Activity 1.6 – Checklist of Key Processes & Tasks for Building a School Core Team

Activity 1.8 – Reflect: How Did You Do?

# Activity 1.2 – Reflect & Post on Community Wall

Directions

Please take a few minutes to consider and respond to the following prompts. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing to the next activity.

1. Who do you think should be on a School Core Team to support school improvement?

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1. Which student groups do you think should have representation in the School Core Team? What data might support this?

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1. What steps do you think should be taken to build an effective School Core Team?

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1. What steps do you think should be taken to get the School Core Team started on the right foot?

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1. Based on your reflections, what do you hope to learn from this module?

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Return to the Canvas course

# Activity 1.3 – Read the Case Study & Reflect

Directions

Please read the Introduction and Component 1 from the case study. Then take a few minutes to consider and respond to the following prompts. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

1. How does this case study align with your own thinking and approach?

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1. What is different?

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1. What strengths are displayed?

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1. How could the processes in the case study be improved?

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# Activity 1.4 – Watch: Key Concepts for Building a School Core Team

Directions

While watching the video, jot down any questions that arise or thoughts that you would like to keep in mind as you work through the module or would like to share with your school team. An organizer is provided below. Once you have watched the video, go back to Activity 1.3 and review your responses. Update your notes and comments based on what you learned.

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| What is New to Me |  | Key Take-Aways |
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Return to the Canvas course

# Activity 1.5 – Try It Out: Analyze the Quality Indicators for Building a School Core Team

Directions

Use this tool to analyze the key elements of the quality indicators. Follow the three steps provided below. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

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| **Component 1:**  **Build School Core Team** | **Solid Progress** |
| Roles and areas of expertise are data based and represent the diversity of the school community | School Core Team members represent a variety of positions and roles within the school environment, and must include the following:   * + Relevant content **and/or** EWS representative;   **AND**   * + Relevant student group representative (i.e., SWD, EL, ED);   **AND**   * + Relevant community involvement representative;   **AND**   * + A District Representative;   **AND**   * + A District Reviewer/Reflection Monitor. |

**Step 1:** Review the quality indicator details closely, making note of the overall description and the required elements for solid progress. What are the implications for your School Core Team?

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| Solid Progress Element | What it means for our school |
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**Step 2:** Go back to your notes for Activity 1.3 and the details of the Coggins Middle School case study. Focus especially on how their process could be improved (question #4). Make additional notes below.

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**Step 3:** Return to the Canvas course and take the quiz.

Return to the Canvas course

# Activity 1.6 – Checklist of Key Processes & Tasks for Building a School Core Team

Directions

The following processes and tasks are provided as recommendations for developing an effective School Core Team. Consider each and take notes about what you might need to do in your context to begin building your School Core Team. If you are completing the module with a group, first do this individually. Then, discuss as a group before continuing through the module. This checklist is available as a standalone document at the link provided at the end of this module.

Key Process: Focus on Changes in Adult Behavior

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| Key Tasks | | Notes |
|  | Gather the right data to determine areas of challenge and expertise needed. (See Component 3 of the NM DASH Process Guide for examples of data to consider). |  |
|  | Analyze the data to determine the individuals best able to fulfill the roles identified in the data to ensure full representation. |  |
|  | Invite identified individuals to confirm membership. Invitation should include information about the role on the School Core Team, tasks needing to be filled, schedule for meeting, commitments, etc. |  |
|  | Prepare new members for their roles by providing information to team members to orient them to the purpose and charge of the School Core Team, sharing data that will be analyzed, as well as any schedules or protocols to be used. |  |
|  | Create a regular schedule of meetings in advance. |  |
|  | At the initial meeting, agree on team norms. A helpful resource for establishing norms can be found in the NM DASH Resource Library Collection for these modules. |  |
|  | Review data as a team to confirm the team has full representation and, if not, identify additional individuals to complement the team |  |
|  | Create a schedule for meeting – This could include engaging in the NM Learning Modules as a School Core Team |  |
|  | Schedule periodic reviews of membership to ensure that full representation continues, particularly as action plans are implemented and new data are generated. |  |

Return to the Canvas course

# Activity 1.8 – Reflect: How Did You Do?

Directions

Take a few minutes to consider the quizzes and respond to the following prompts. Please keep in mind that the Coggins Middle School description is intended to present a realistic, but *imperfect* case study to learn from.  If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing the module.

1. How did you do on the Quizzes for Component 1? If you got the correct answers, what information was key to your determination? If you did not get the correct answers, why do you think this was the case?

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1. Based on your analysis of this case study, what take-aways do you have for your own work?

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1. What are your next steps?

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Return to the Canvas course