WSCC **Practice** Blueprint

Session 1

Purpose: To create a multidisciplinary team to lead the WSCC blueprinting work

Review

❑ How should we complete this blueprint?

❑ Who should complete this blueprint?

Do Together

❑ Activity 1: Constructing an Effective Leadership Team

HOW SHOULD WE COMPLETE THIS BLUEPRINT?

This blueprint can be completed in a number of ways: over a series of sessions, in a longer chunk of time over professional learning time, or as a revisit after completing the full blueprint once.

Below, we recommend a 10-session structure for completing your blueprinting work. Depending on your schedule and needs, you can modify this schedule or combine sessions. **Each session (including reading) is expected to take approximately 30-45 minutes to complete.** However, each team will find its own rhythm and flow. Activities can be spaced out over more time or revisited.

We suggest working on the activities in each session during shared meeting time. The anticipated time to complete each activity generally ranges from 20-30 minutes, but teams may choose to spend more time diving into an activity to be sure they get the most out of it and are prepared for next steps. Activity 7, in particular, is likely to take teams more time.

Your team can choose whether to also independently read the associated pages during shared meeting time or to each review the material prior to the meeting. The reading **provides critical information for completing the activities,** so we suggest choosing a structure that will ensure team members are **ready and able prior** to completing the activities.

WHO SHOULD COMPLETE THIS BLUEPRINT?

This practice blueprint is intended for school teams who are interested in improving their practice alignment with the WSCC model. Before you dive into blueprinting, we offer an activity to help you construct a diverse leadership team that represents expertise and voice across WSCC domains. It is likely that specific individuals in your setting hold expertise related to practices in specific domains (e.g., physical education teacher, school counselor, college and career readiness coordinator); knowledge-sharing can help to ensure that your team gets the most out of the blueprinting process.

Activity 1 - Constructing an Effective Leadership Team
Anticipated time needed to complete this activity: 20 minutes

Activity 1 - Constructing an Effective Leadership Team, available in Appendix B, is intended to help determine team composition. Key considerations that it will help with are:

- Who should serve on the leadership team to enable coverage across the majority of WSCC domains?
- Who else can be brought into conversations as needed to ensure the WSCC domains and voices of key groups are fully represented?
- How many core leadership team members are sufficient to balance representation and efficiency?
- How often and when will meetings occur?

ACTIVITY 1 – CONSTRUCTING AN EFFECTIVE LEADERSHIP TEAM

Time to Complete: 20 minutes

Goal of Activity: To create a multidisciplinary team to lead the WSCC blueprinting work.

Directions
1. For each domain, brainstorm the key personnel that partake in decision-making AND in the implementation of services in that area.
2. Use the third column to identify existing team members that are linked to each domain. Note that names may be written multiple times in this column. The goal is to ensure that each domain has at least one team member who can represent the ongoing work in that area.
3. Answer the two questions below the table to (a) summarize how many people are on the team, and (b) to plan for when and how often meetings will occur.

Hillside's SST consists of:
- Mr. Smith, Principal
- Mrs. Garcia, Vice principal
- Ms. Lee, School nurse
- Dr. Yusuf, School psychologist
- Dr. Greenberg, School counselor
- Mr. Banerjee, Special education teacher
- Mr. Maple, Family and consumer sciences teacher
- Mrs. Wu, English teacher
- Dr. Hess, Science teacher
- Ms. Wilcox, Math teacher
- Mr. Reevis, History teacher
- Mrs. Alves, Spanish teacher

WSCC Domain	List key personnel	Leadership team member(s) linked to domain	Additional staff linked to domain
Physical Activity	District health and wellness coordinator, school administrators, health and physical education teachers, coaches, school nurse	• Mr. Smith • Mrs. Garcia • Mrs. Wu	• Physical education teacher(s) • Health education teacher(s)
Health Education	District health and wellness coordinator, school administrators, health and physical education teachers, coaches, school nurse	• Mr. Smith • Mrs. Garcia • Mrs. Wu	• Physical education teacher(s) • Health education teacher(s)

Constructing an Effective Leadership Team | csch.uconn.edu

Throughout the blueprint, we include case studies to provide examples of one school's WSS practice blueprinting efforts. Importantly, this illustrates <u>only one</u> of many paths through the blueprint. However, reading the case studies may spark ideas for your own setting's work or provide clarity on how to approach each activity.

Here, we introduce the case study that will be carried throughout the practice blueprint. In this case study, you will learn about the school and the insights they gained from the Constructing an Effective WSCC Practice Leadership Team activity.

Case Study:

Introducing Hillside Academy's Practice Blueprint Work

Hillside Academy is a mid-size public secondary school located in a rural New England town. Hillside administration is seeking to strengthen alignment of their practices with the WSCC model. Mr. Smith, the principal at Hillside Academy, heard about the WSCC model at a conference and has since identified some Hillside Academy practices that align with WSCC domains. However, Mr. Smith feels that steps were needed to more fully integrate WSCC practices into the school's day-to-day operations.

Hillside has a Student Support Team (SST) that meets regularly to make decisions and review data regarding school initiatives. Hillside's SST consists of administrators, a general education teacher from each academic department, a special education teacher, a school nurse, and school mental health professionals. Hillside staff, including members of the SST, were introduced to the WSCC model during a recent professional development (PD) workshop. Following up on this introduction, Mr. Smith asks the SST if they are interested in forming a team focused on strengthening Hillside's WSCC efforts. The SST members are enthusiastic about increasing the school's implementation of WSCC practice guidelines and agree to discuss this further at their next SST meeting.

During Hillside's next SST meeting, the team takes the last 30 minutes to work on the Constructing an Effective Leadership Team activity. They work together to identify the key personnel that take part in decision-making AND implementation of services across various WSCC domains. They realize that the current SST members are linked to decision-making and implementation across most domains. However, they also recognize that there are colleagues that they would need to reach out to related to certain domains. In addition, they agree that if they are going to take on this work, they'll want to ensure broad staff, family, and community support before making any major decisions.

Anticipating that they'll be able to reach out to additional staff members for input at various times, the SST members perceive that their team has the time, enthusiasm, and interdisciplinary structure to serve as the WSCC Practice Leadership Team. They identify that their goal is to align Hillside's practices with the WSCC model. They decide to allocate the last 30 minutes of every other SST meeting to focus on their WSCC practice work as the WSCC Practice Leadership Team.

As a first step, Mr. Banerjee, the representative from the special education department, offers to email the additional staff members that the team identified to describe the WSCC Practice Leadership Team to see if the team can tap their expertise when making decisions related to their work.

Next, the team considers how to solicit staff, family, and community feedback as they consider practice changes. Team members have a few ideas, but agree that some more thoughtful consideration is warranted. They agree to each bring three ideas to the next meeting.

ACTIVITY 1 – CONSTRUCTING AN EFFECTIVE LEADERSHIP TEAM

Time to Complete: 20 minutes

Goal of Activity: To create a multidisciplinary team to lead the WSCC blueprinting work.

Instructions

1. For each domain, brainstorm the key personnel that partake in decision-making AND in the implementation of services in that area.
2. Use the third column to identify existing team members that are linked to each domain. Note that names may be written multiple times in this column. The goal is to ensure that each domain has at least one team member who can represent the ongoing work in that area.
3. Answer the two questions below the table to (a) to summarize how many people are on the team, and (b) to plan for when and how often meetings will occur.

WSCC Domain	List key personnel	Leadership team member(s) linked to domain	Additional staff linked to domain
Physical Activity			
Health Education			
Social & Emotional Climate			
Community Engagement			
Nutrition Environment			
Safe Environment			

Employee Wellness			
Health Services			
Family Engagement			
Behavioral Supports			

How many people are on the leadership team?

When and how often will leadership team meetings occur?