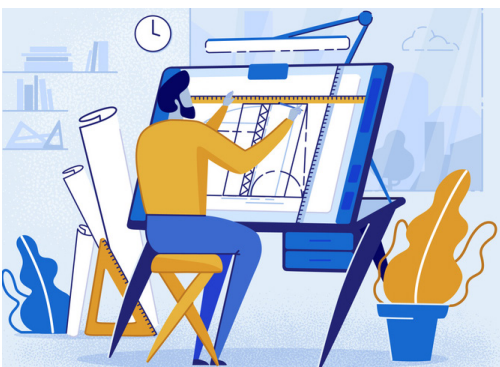## Culture & Employee Well-being

Becoming a Culture Architect

By Terri McCoy, Adminstrator for Leadership Development

Creating a culture that promotes staff and student well-being has always been important. Now, more than ever, leaders need to be deliberate as they do this. In her recent webinar, "Fostering a Culture of Whole-Person Well-Being," Dr. Liz Parese-Kaplan shared that organizations should harness the human spirit so that people not only survive, they thrive. To do that, she maintains leaders need to become "culture architects." Culture will happen in an organization either by design or by default, so leaders are much better off being intentional when creating a culture. What is the best way to go about this? Before considering the how, let's look at the why.

Parese-Kaplan shares there are many benefits when employees feel like their organization cares about them, including employees that have higher engagement and commitment, lower stress, and are more likely to stay. There is a high correlation between your staff's trust in you and their sense of well-being. She points out that moving from a place of fear, uncertainty, and doubt to one of trust, resiliency, and connection is not only possible but imperative. As leaders, how do we go about architecting our culture? Dr. Parese-Kaplan suggests these solutions:

- Increase trust through transparency. Be forthcoming, open, and honest with your staff.
- Communicate often and predictably. Staff should know you will regularly share information and updates with them.
- Recognize employees and give them feedback. Be purposeful in planning both.
- Involve employees. Include your staff in thinking with you as you make plans and decisions - not just in the beginning of a process or project, but throughout implementation. Knowing that their input is valued increases their trust in you and positively impacts their well-being.

For further information, please contact Terri McCoy (terri.mccoy@maricopa.gov).

INTENTIONALLY CREATING YOUR CULTURE MATTERS FOR YOUR STUDENTS, STAFF, AND YOU.

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Since the release of the Learning Library in October 2019, our team has more than doubled the amount of resources available to you in RDSS. With such a wide range of resources, we wanted to take a moment to highlight each of them in the pages ahead. Questions? Please contact Des Hockman, our Professional Development Resource Coordinator, at *desere.hockman@maricopa.gov.*

LEARNING LIBRARY RESOURCE TYPES

Our collection of educational **ARTICLES** are meant to inform, elaborate on practices, and inspire you in growing in various aspects of your professional practice.

Self-Led Professional Development
*By Nancy Feiring, Peer Evaluator*

Self-Led Professional Development modules provide great targeted content around a specific topic. You may choose a self-led PD based on an existing interest, to fill gaps in professional knowledge, or to build on a strength. The Learning Library offers a range of self-led PDs including links to specific LOI elements, skill development, and application of new standards. There are also self-led PDs for special area and special education teachers.

Self-Led PDs are asynchronous, allowing you access during your prep time, before/after school, or at home. You can choose to engage in the self-led PDs by yourself or with a group of colleagues. For more in-depth study around a topic, our self-led PDs will refer you to additional Learning Library resources.

Both new and more experienced teachers can find self-led PDs to address their professional learning needs. For example, there are LOI conferencing and Learning Community modules designed for newer teachers, and a new series of modules supporting excelling teachers will be coming soon.

Teachers with self-led PD experience say they value having time to process the new content. It easily adapts to your personal learning style or living situation because you can go through the module in one sitting or break it up into more manageable chunks. Self-led PDs can even become a part of your Educator Goal Plan and, in many districts, they count towards 301 hours with proper documentation. Sign into the Learning Library today to find a self-led PD that works for you!

For further information, please contact Nancy Feiring (nancy.feiring@maricopa.gov).
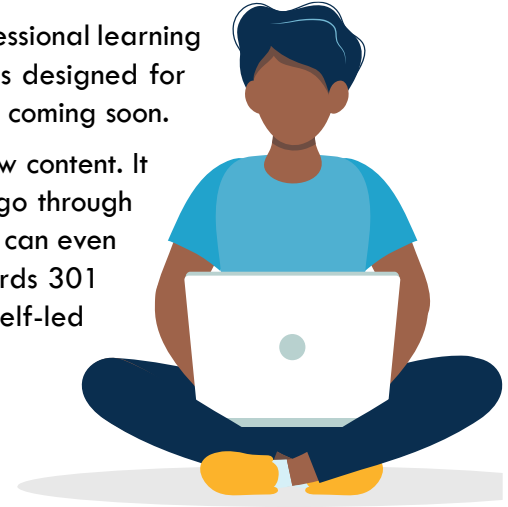
Using the LOI to Support Online Planning
By Kendra Moreno, Project Lead

REIL-Extend teachers have a powerful tool at their fingertips to support their lesson planning and instructional delivery. The Learning Observation Instrument (LOI) is our common understanding of what constitutes effective teaching and should be present in every lesson. But, what about when that lesson is being taught virtually?

For many educators, students are at home learning though online instruction. Using the LOI as a planning tool can support teachers to ensure they are still creating effective learning experiences in this new virtual environment. In reviewing the LOI, teachers will quickly find that it is feasible to address all the elements in a virtual lesson. For example, when building conceptual understanding, is it possible to include an anchor chart? Sure! Students may receive it in an email or view it on a shared screen. Sometimes the examples or representations that students see and work with will happen outside of the lesson with flipped learning. To maximize the time together, assign students the task of watching a video model or demonstration before the lesson and then devote online class time to discussion of the content concepts.

LEARNING LIBRARY RESOURCE TYPES

For people who find themselves on the move often, our **AUDIO ARTICLES** have been recorded so that you can download and listen to them on the go.

Our **BOOK STUDIES** can support in finding great professional books to read, guiding you in reflecting as you read, and leading professional development groups.

Our short **GLOSSARY** videos open with a definition, lead into a video example, review the definition, and finish with identifying in which elements you'll find this vocabulary.

Found for school leaders in the "PD Packages" tab, **IN-PERSON PDs** offer prepackaged professional development contianing a presentation, framework, facilitator's guide, and workbooks/resources.

INFOGRAPHICS are quick, half-paged documents meant to be posted to serve as reminders for already learned skills. They provide quick explanations of concepts as well as graphic images.

INSTRUMENT OVERVIEW videos introduce the key features and purpose of each of the core instruments including the LOI, COI, LdOI and Power LOI.

Another example is the element of feedback. Don't let being online discourage you from providing timely and specific feedback to students. Consider written feedback and leverage the chat feature to encourage student- to-student interaction.

According to The National Standards for Quality Online Teaching, effective online instruction includes things like feedback, student-to-student interaction, and engagement. These are all elements of the LOI, so having it in your back pocket and using it as a planning tool means you're already on the road to ensuring your students are participating in quality and engaging online lessons every day.

For further information, please contact Kendra Moreno (kendra.moreno@maricopa.gov).

# Actively Engaging in Educator Goal Plans

By Michael Labrecque, Field Specialist

Keeping in mind REIL-Extend's first goal of implementing a high-quality LEA-wide human capital management system, Educator Goal Plans (EGP) have played an important role in our work and rightly so. Research shows ongoing job-embedded development positively affects one's growth as well as their engagement. EGPs are meant to be designed and supported in collaboration between leaders and those they are supporting. This can be challenging work, but thanks to some new RDSS developments, the work will be easier than ever and even more relevant.

In the past, EGPs may have unintentionally become static documents which were created in the fall and then checked for completion in the spring. Due to the most recent RDSS additions, EGPs are being transformed. Now linked to the Learning Library, educators will be able to actively manage their relevant development opportunities making the EGP a tool that can guide ongoing professional development specifically aligned to their goals. More importantly, educators will have the entirety of the Learning Library at their disposal to effortlessly link the most relevant resources to their selected goal plan. The new "My Learning Page" allows individuals to see their goal details while having direct access to numerous opportunities including listed growth activities, self-created playlists, and recommended resources.

Leaders' "My Learning Page" will also have the ability to more easily manage the EGPs of their assigned teams. The "My Educators" page allows leaders to have key data at their fingertips to better inform both groups of educators as well as individuals. Not only will average observation results be prominently displayed, but leaders will be able to sort through items such as top growth activities, top refinement elements, and top goal elements to better address the growth needs of their team.

For further information, please contact Michael Labrecque (michael.labrecque@maricopa.gov).
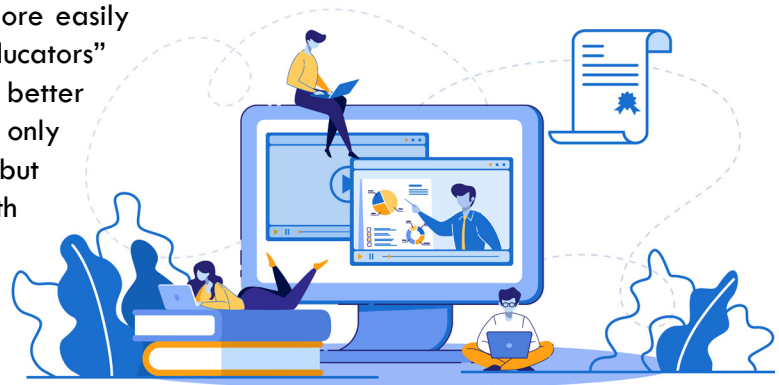
Join Michelle Yerkes and Des Hockman on the **REIL TALK PODCAST** where they discuss a variety of issues that are important to education and keeping it REIL.

PROTOCOLS are meant to serve as a series of steps that support in achieving a specific goal. Everything from student-to-student engagement to analyzing student data can be supported with protocols.

QUICK GUIDES are resources that support you through a process in a timely and easy approach.

SELF-LED PDS have been designed to support you in growing your own professional practices by providing learning opportunities, practice, and reflection tasks. Each comes with a presentation and any supplementary content that will support you through your learning.

TEMPLATES provide you with ways to organize some of the most common information that educators work with.

Our **VIDEO** clips bring you right into a teacher's classroom to show how a particular element looks in a real-life classroom setting. The videos include pop ups that indicate key features to look for in real-time, as well as teacher insight into their professional thinking and decision-making.

Leading Virtual Onboarding

By Emily Beck, HCMS Administrator

"Unprecedented." For many of us, this one word will forever bring to mind the year 2020, when the ability to quickly pivot and re-engineer swaths of plans and processes became of critical importance. Leaning on the resources embedded in your well-established Human Capital Management System can help preserve the wellbeing and engagement of everyone from district and school leadership, to educators and support staff, to students and their families.

One important consideration is the group of newly hired employees—many of whom did not meet their whole teams in person for weeks, if at all yet—and their first-year onboarding plans. Sometimes, onboarding plans can fizzle out in the hustle and bustle of the new school year, particularly in today's unique circumstances. As we continue to acclimate to the online and blended working environments, it becomes even more important for a comprehensive onboarding plan to equip newly hired educators for success. Even though you may not be connecting with new staff in person and hosting campus events, you can still ensure your school and district make a great first impression throughout the year. Here are some ideas:

- Maintain a strong central hub of information including employee handbooks, time and payroll systems, FAQs, and organizational charts. Update it as the year progresses. Communicate often and predictably. Staff should know you will regularly share information and updates with them.
- Make social experiences virtual by scheduling social hours with icebreaker games, virtual campus tours, and discussion boards with prompts to help acquaint colleagues and build relationships.
- Create and distribute troubleshooting documents for common connectivity issues, as well as updated contact information for IT.
- Ensure new hires can access training and professional development in individual and team settings—the Learning Library is full of great material!

While some of the basic needs are different when working remotely, an employee will still have needs built upon the premises of clear expectations, community engagement, performance goals, and professional growth. For more Onboarding Guidance, check out this resource.

For further information, please contact Emily Beck (emily.beck@maricopa.gov).

LEARNING LIBRARY RESOURCE TYPES

Our **WALK-THROUGH FORMS** focus on a single LOI element, providing the element descriptor at each level and a space for notes or feedback.

Similar to the self-led PDs, our **WEBINARS** provide a video guide through specific topics that you can learn on your own. Additional supportive resources can be found in the supplementary documents with each webinar series.

NEWSLETTER FEEDBACK

Did you really enjoy a particular article? Have a suggestion for the next issue? Take our 3-question survey to tell us what you think!

REIL-Extend Goals

Goal 1: Attract, place, retain, and sustain effective educators through implementation of a high-quality, LEA-wide human capital management system focused on expanding leadership and cultivating an engaged workforce.

Goal 2: Redesign high-need schools to accelerate access to effective educators by extending the reach of excellent teachers.