Finding Common Ground
Outreach, Collaboration and Coherence

ED PAL project
March 14, 2024
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Reminders

- To see captions, click on the CC button on the control panel.

- This webinar will be recorded and can be accessed moving forward.

- Please enter comments or questions in the chat. We will answer them as time permits.

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Webinar Evaluation and Pre-Test:

- You will receive a short evaluation survey for this webinar. It will be posted as a link to the chat just prior to the end of this webinar. When you receive it, please take a moment to respond. We value your input and suggestions.

- A Reminder: Please complete the pre-test – It helps us capture baseline information for those participating in the cohort.

Education PAL Pretest link

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Speaker Disclosure

Gayl Bowser's work as an independent consultant focuses on the integration of technology into the educational programs of agencies, schools and students with disabilities. She has been a general education teacher, a special education teacher and a school administrator. Currently, Gayl provides assistive technology consultation, training coaching and mentoring throughout the United States and internationally
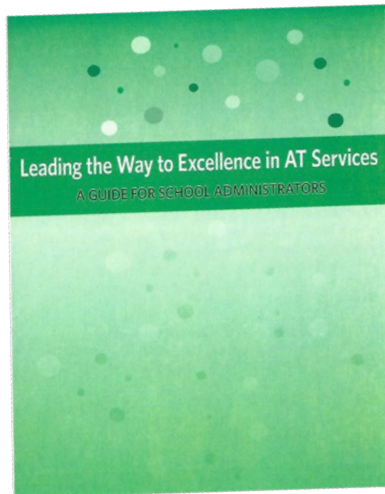
Ms. Bowser has co-authored numerous publications with Penny Reed, including *Leading the Way to Excellence in Assistive Technology* which is distributed by CAST Professional Publishing. She receives royalties for this publication.

State Leaders of Assistive Technology in Education (SLATE) is a network of programs and individuals who support the provision of assistive technology (AT) services throughout their state, region or province. SLATE members meet monthly to share information and discuss issues regarding topics such as AT professional development, accessibility in assessment and instructional materials, building AT capacity and many others. General monthly meetings may result in projects that are more intensive and ongoing when states and regions identify a need.

Today, we will:

1. apply a definition of **outreach**, and the essential elements to a DOE partner project they hope to create.

2. identify new strategies to use when working toward **collaboration** with state and regional AT programs based in education

3. apply the five aspects of the **Coherence Framework** (Fullan and Quinn, 2016) for systems change to a DOE partner project they hope to create

4. use the **Knoster model** to identify the symptoms of difficulties in partnering with their DOE, making change to improve AT collaborations and identifying an opportunity to target the missing component(s).

Outreach

"I want to be in the room where it happened."

Outreach Requires

- Seeing your program in the context of a larger system.

- Analyzing your role to problem solve overriding issues that cross boundaries and open silos.

- Moving out of your comfort zone.

- Speaking the same language as your collaborators.

- Building relationships.

Definition of Outreach:

- Collaboration with other groups
- Mutually beneficial partnership
- Grounded in evidence and scholarship
- Consistent with the mission of both groups.
- Catalyst for enhanced performance

Adapted from
University of Colorado at Boulder

Collaboration

Direct interaction between at least two equal parties who voluntarily engage in shared decision-making as they *work toward a common goal*.

Swinth, (2001)

Consultation   **Collaboration**   **Coaching**

Differences in:

- Focus
- Characteristics of conversation
- Goal of the support

Characteristics of Collaboration

- Goals and objectives belong to all parties
- All team members are responsible for contributing information and skills.
- Each team member has specialized disciplinary knowledge which can be shared with other team members.
- Combining information allows collaborators to address needs more successfully.
- Meaningful activities are the logical and necessary focus.

The Need for Outreach and Collaboration:

"If people are focused on routine and follow policy exclusively, they will not question ineffective practices and policies or work to innovate. However, organizations that are set up in a [collaborative] fashion …encourage more interaction, information sharing, communication, and collective problem solving [which] result in innovation and learning".

(Kesar & Lester, 2009, p. 10)

Outreach and Collaboration

- Is more cost effective and efficient.

- increases employee motivation, commitment and job satisfaction.

- People do better research when collaborating

- Governance, management, operations and service are more effective when services are collaborative.

2024 Education PAL

- Participants will have a guided interactive experience with the CDC Self-Assessment Toolkit.

- By examining strengths and weaknesses in targeted areas, AT Act Programs will be better able to determine their readiness to partner with an SEA.

- Answers discovered through the self-assessment tool will guide an AT Act Program in developing and making progress towards goals that result in a more successful relationship / collaboration / partnership with their SEA.

CDC Paradigm: 4-Step Guide!

1. Organizational Self-Assessment
2. Partner Selection
3. Partnership Building
4. Maintenance and Evaluation

Can be used at any level, with any size partner, at any time in the partnership process

Potential Outcomes

1. One, the other, or both entities may not be ready to partner.
   - This activity can help you determine areas to focus on to increase readiness to partner.
   - A more formal partnership may be delayed.

2. One, the other, or both entities are ready to partner.
   - You have options here.
   - Where there is overlap, a more formal partnership may be pursued.

3. You need more information.
   - Visit/meet; join councils and boards to build relationship and share about your programs and services
   - A more formal partnership may be delayed.

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Shared pool of meaning

Whatever the decision-making method, the greater the shared meaning in the pool, the better the choices, the more unity and the stronger the conviction of the team-whoever makes the choice.

Time you spent up front establishing a shared pool of meaning is more than paid for by faster, more unified and more committed action later.
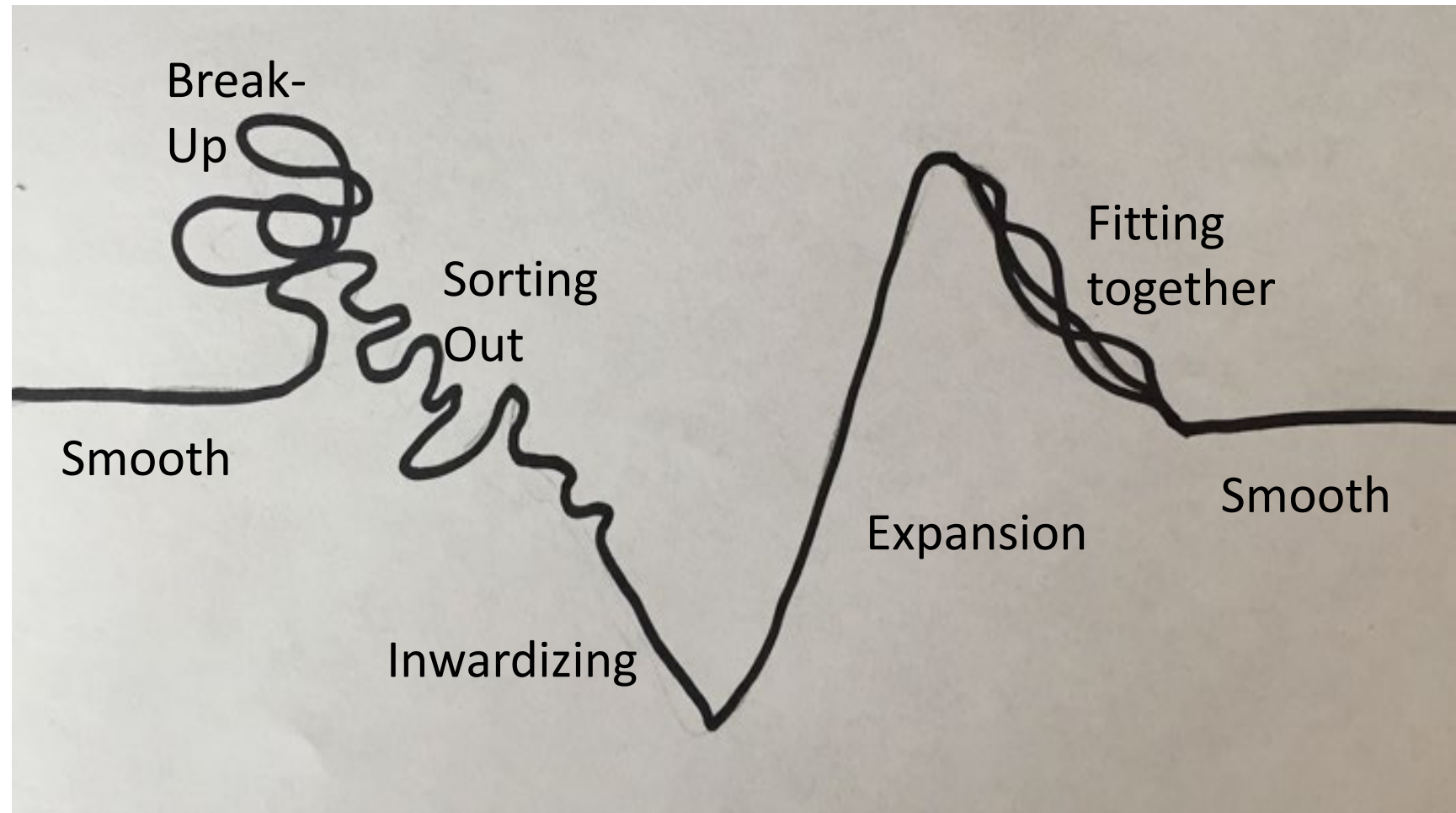
Gesell's cycles of development are divided into six well-defined stages which are repeated throughout life. He theorized that growth progresses in a pattern through predictable stages or sequences.

DYNAMICS OF GROUP DECISION-MAKING

INTRODUCTION

Kaner, S. (2014) Facilitators' Guide to Participatory Decision Making, San Francisco, Josey-Bass

NEW TOPIC

DECISION POINT
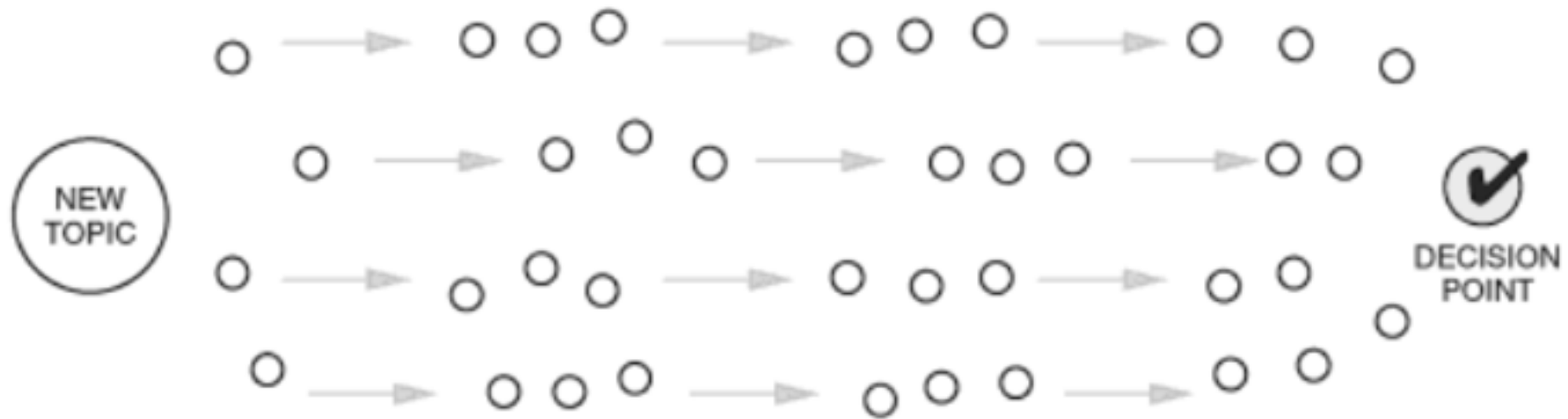
DYNAMICS OF GROUP DECISION-MAKING

SAD BUT TRUE

NEW TOPIC
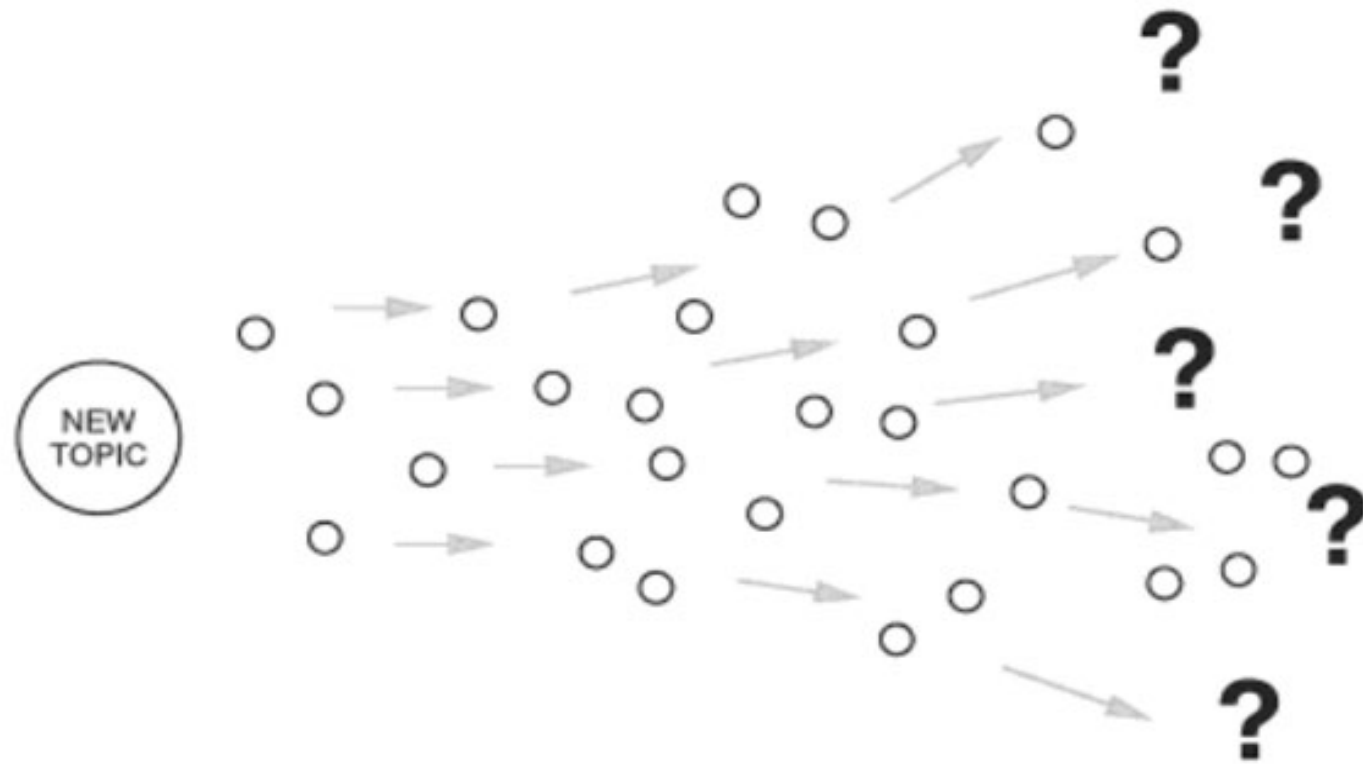
DYNAMICS OF GROUP DECISION-MAKING

CLOSER TO REALITY

DIVERGENT THINKING

CONVERGENT THINKING

NEW TOPIC

DECISION POINT

DYNAMICS OF GROUP DECISION-MAKING

DISCUSSION BEGINS

DIVERGENT THINKING

DIVERSITY OF IDEAS

NEW TOPIC

TIME
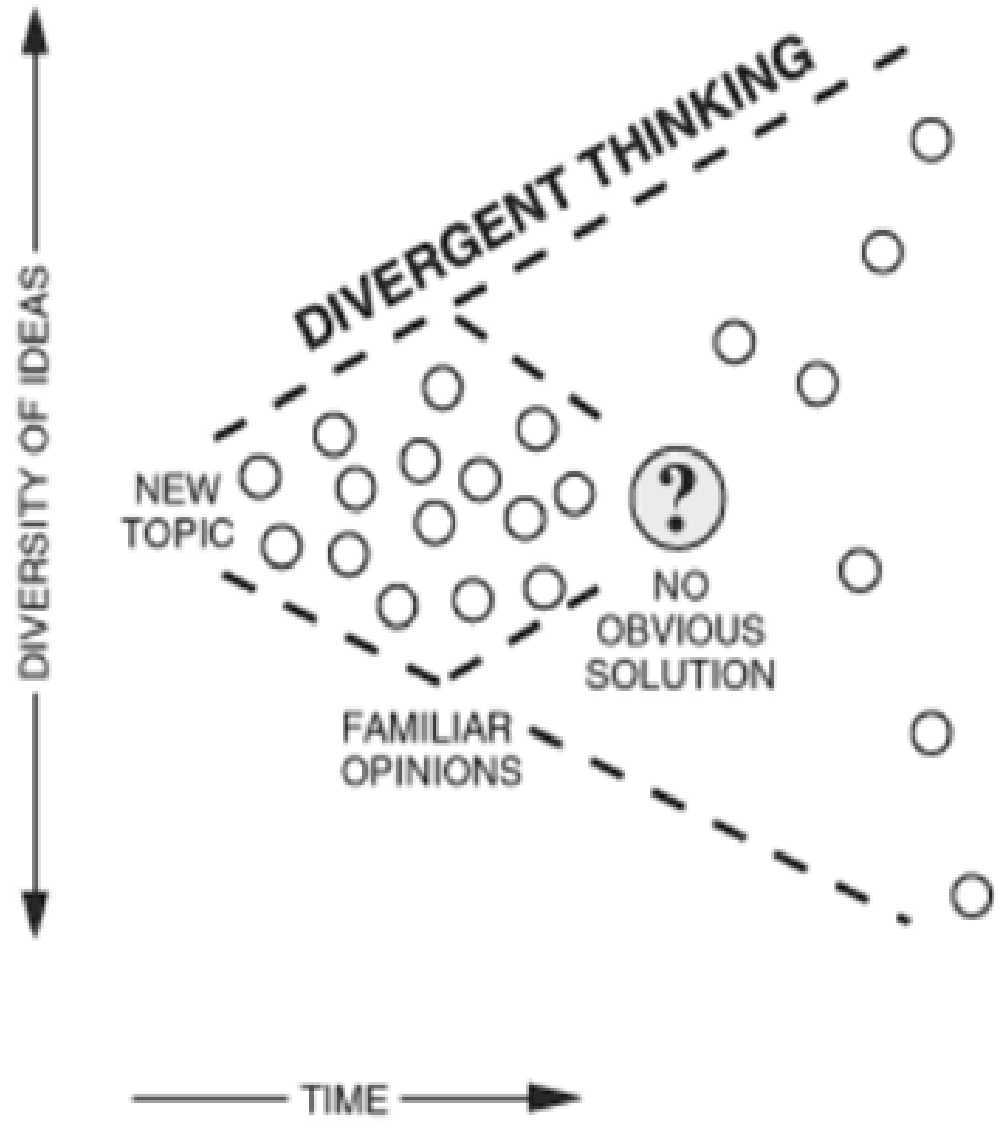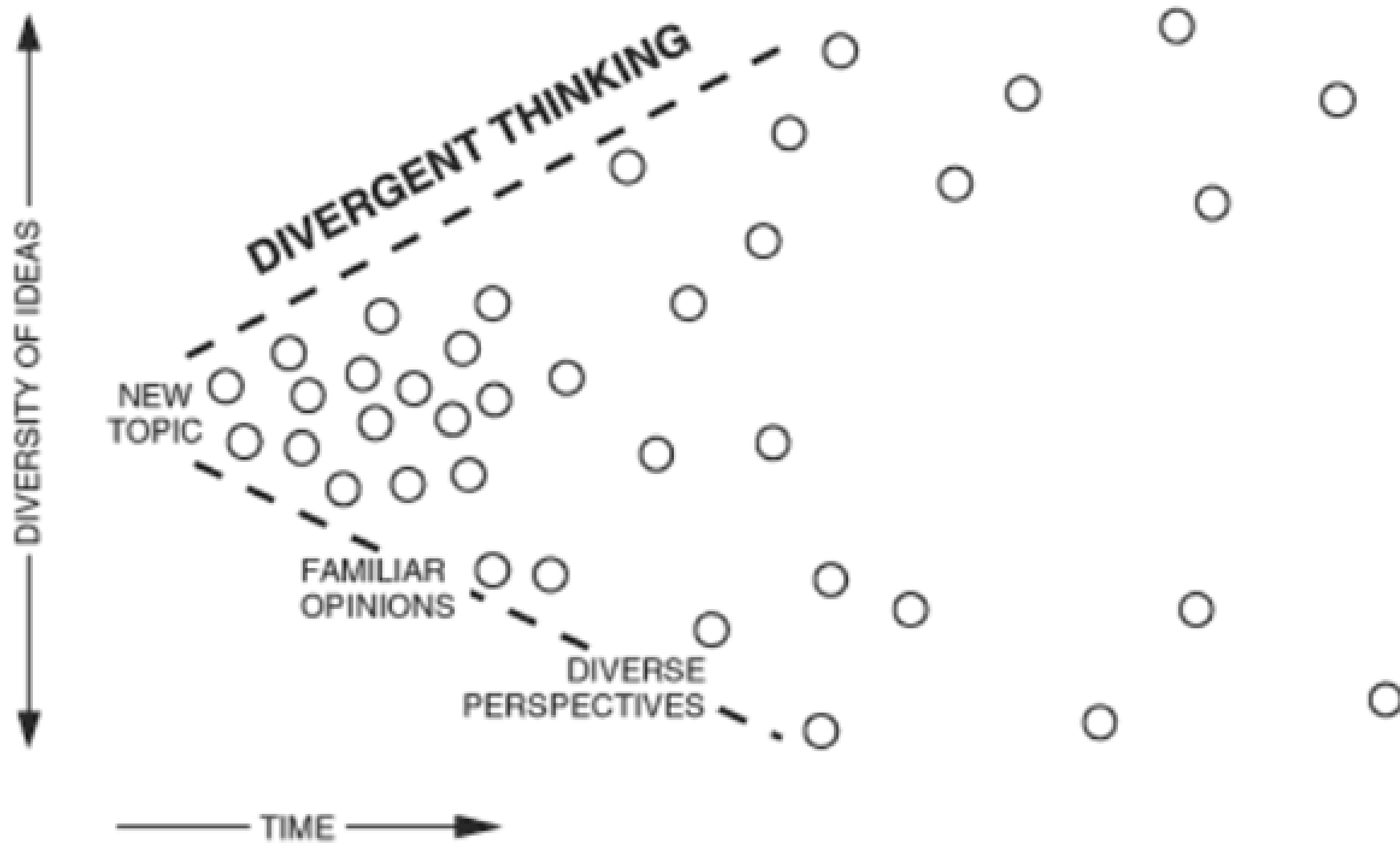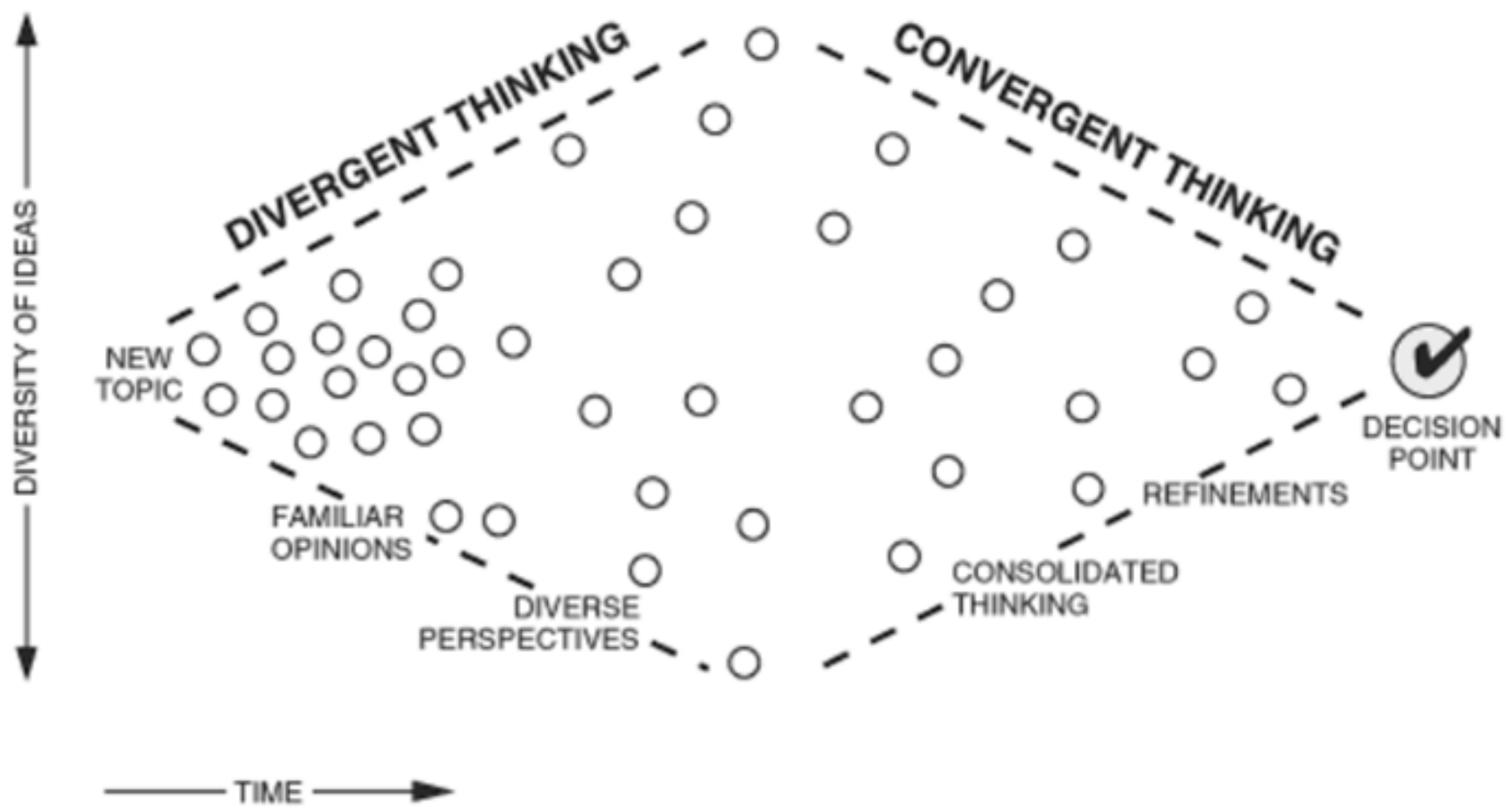
The absence of disagreement is not harmony, it's apathy.

Diamond of Understanding
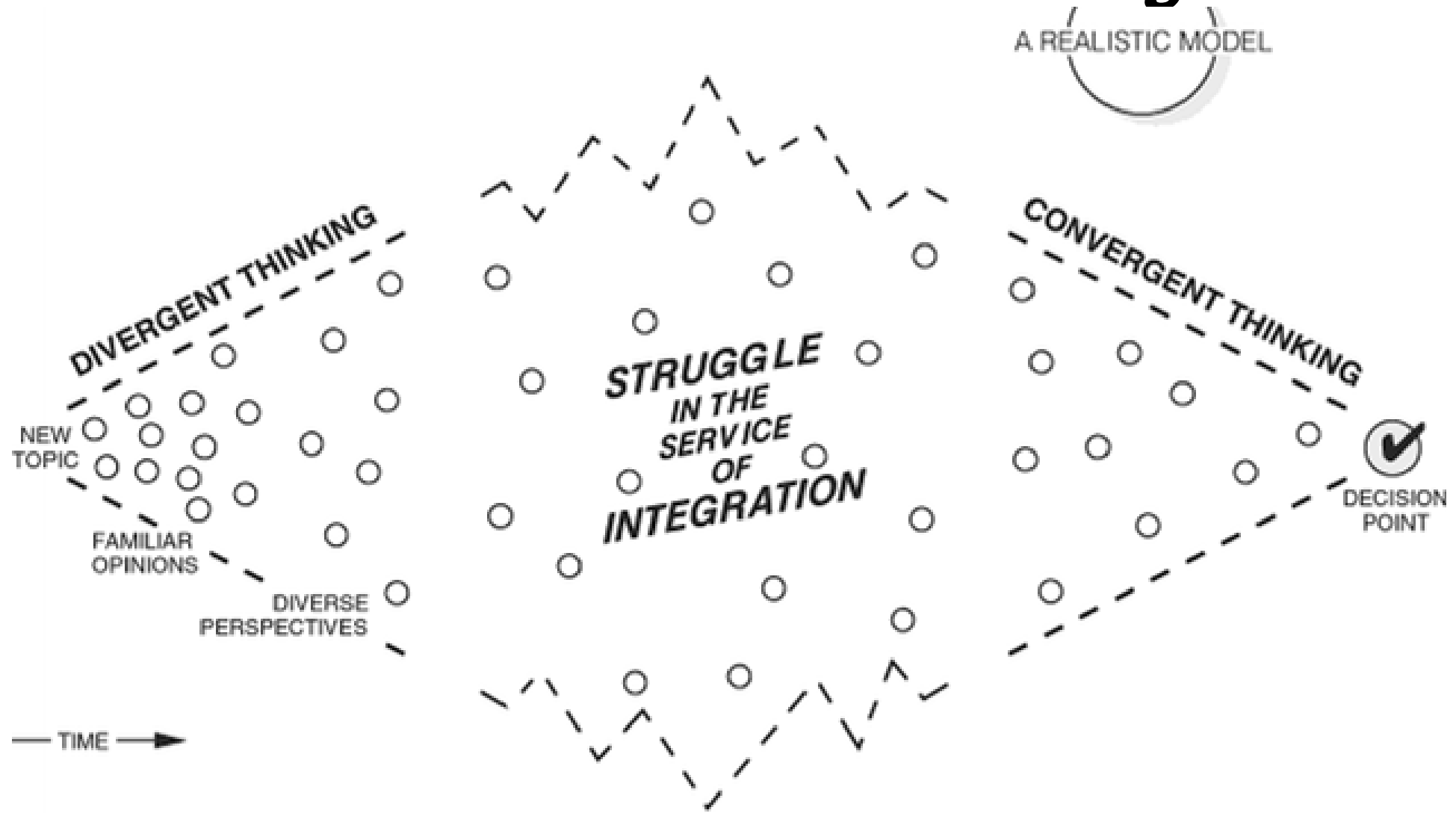
Coherence Leadership Model

Focusing Direction
- Purpose Driven
- Goals That Impact
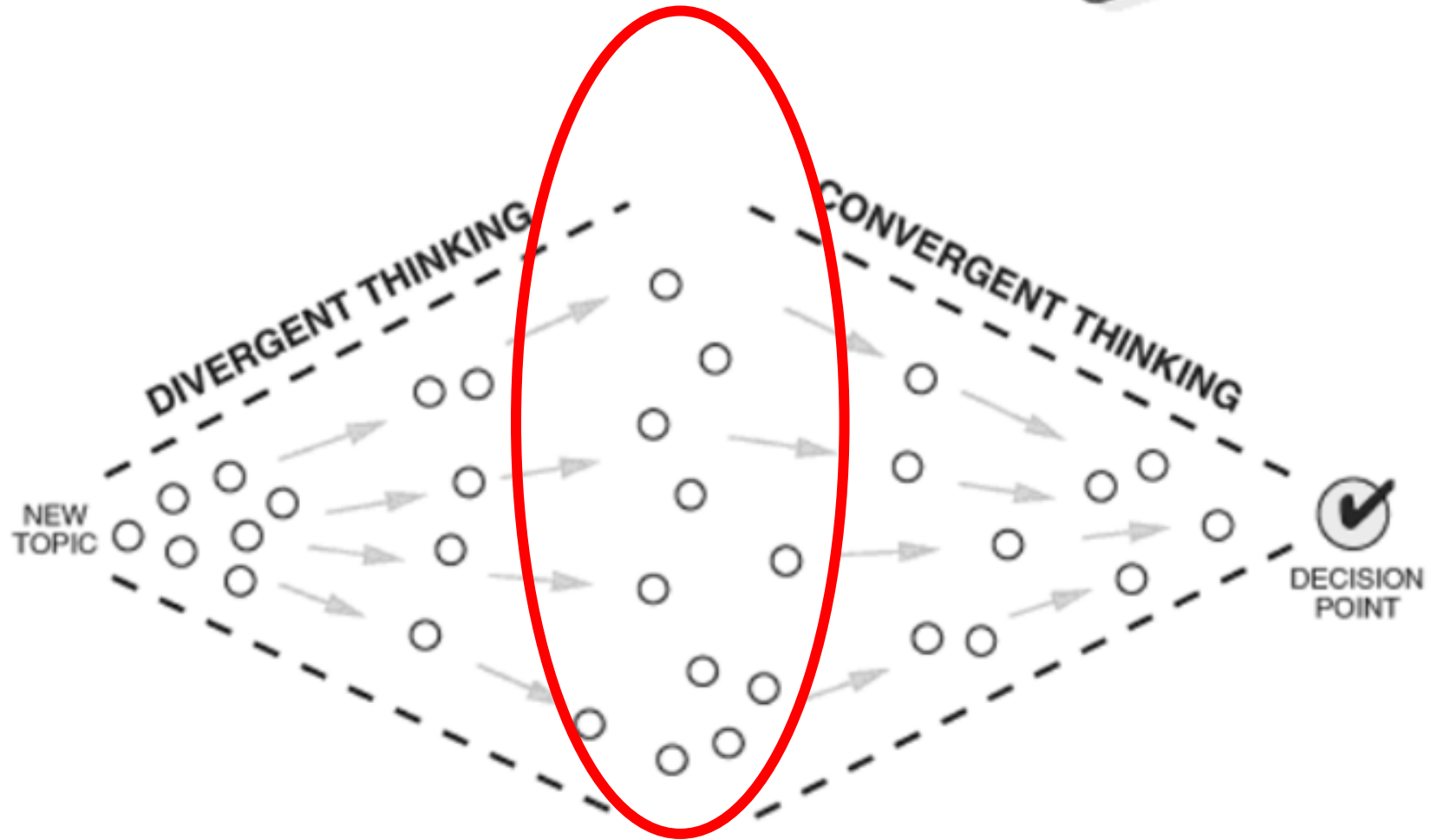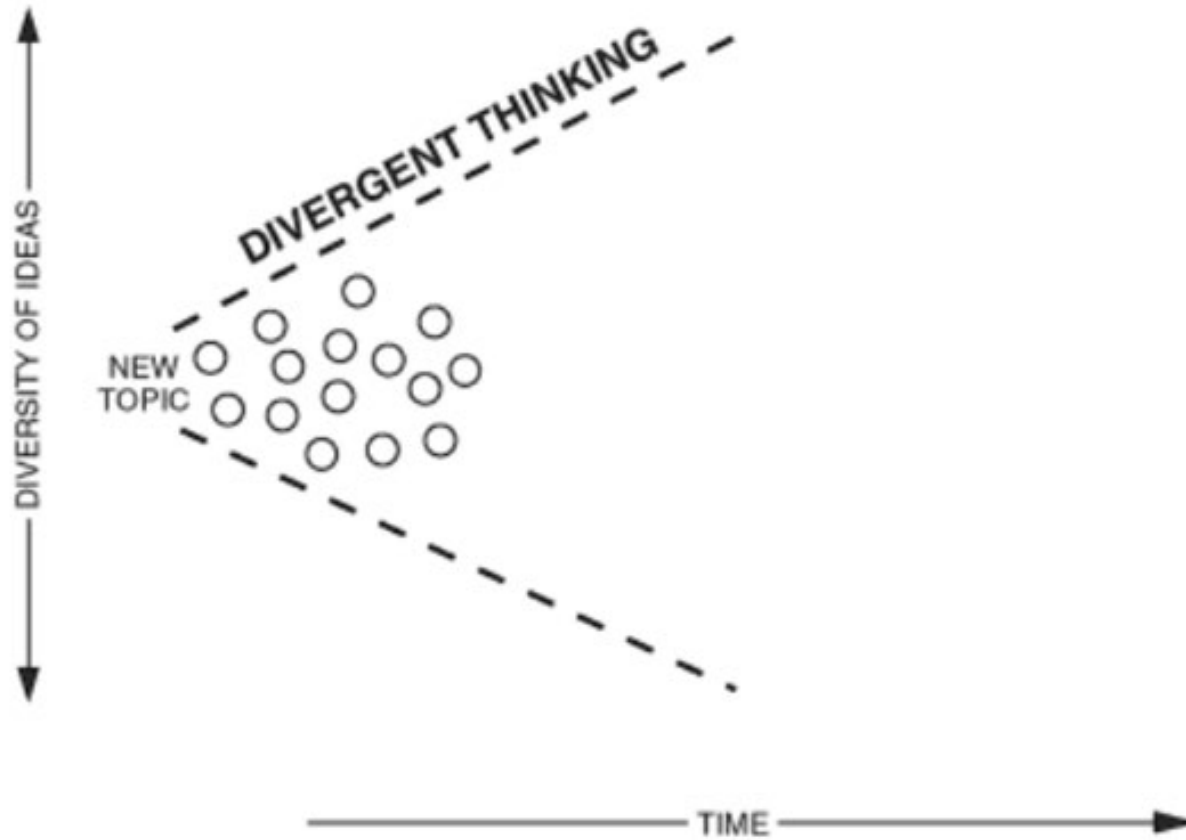- Clarity of Strategy
- Change Leadership

Cultivating Collaborative Cultures
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Leadership

Securing Accountability
- Internal Accountability
- External Accountability

Deepening Learning
- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

Even when we have all the dimensions needed to build capacity, one more thing is needed - to make change, we must make our efforts Coherent.

The Power of Coherence

"*For the first time, we have knowledge and expertise to deliver. What we need is* **_consistency of purpose, policy and practice_**. *Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity and commitment to action. When large numbers of people have a deeply understood sense of what needs to be done – and see their part in achieving that purpose– coherence emerges and powerful things happen.*"

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Fullan, M., & Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin Press.

Why should DOE state leaders be involved in our efforts?

- They set direction for the programs they supervise.

- They manage programs, supervise staff, and lead program improvement.

- They Are involved in every successful programmatic change

- They ensure Coherence

Leading the Way to Excellence in AT Services
A GUIDE FOR SCHOOL ADMINISTRATORS

By GAYL BOWSER and PENNY R. REED

ATAP
A Powerful Relationship

•Expectations of the supervisor are the single most powerful influence on whether a teacher uses technology in the classroom

(O'Dwyer, Russell, & Bebell, 2004)

ATAP
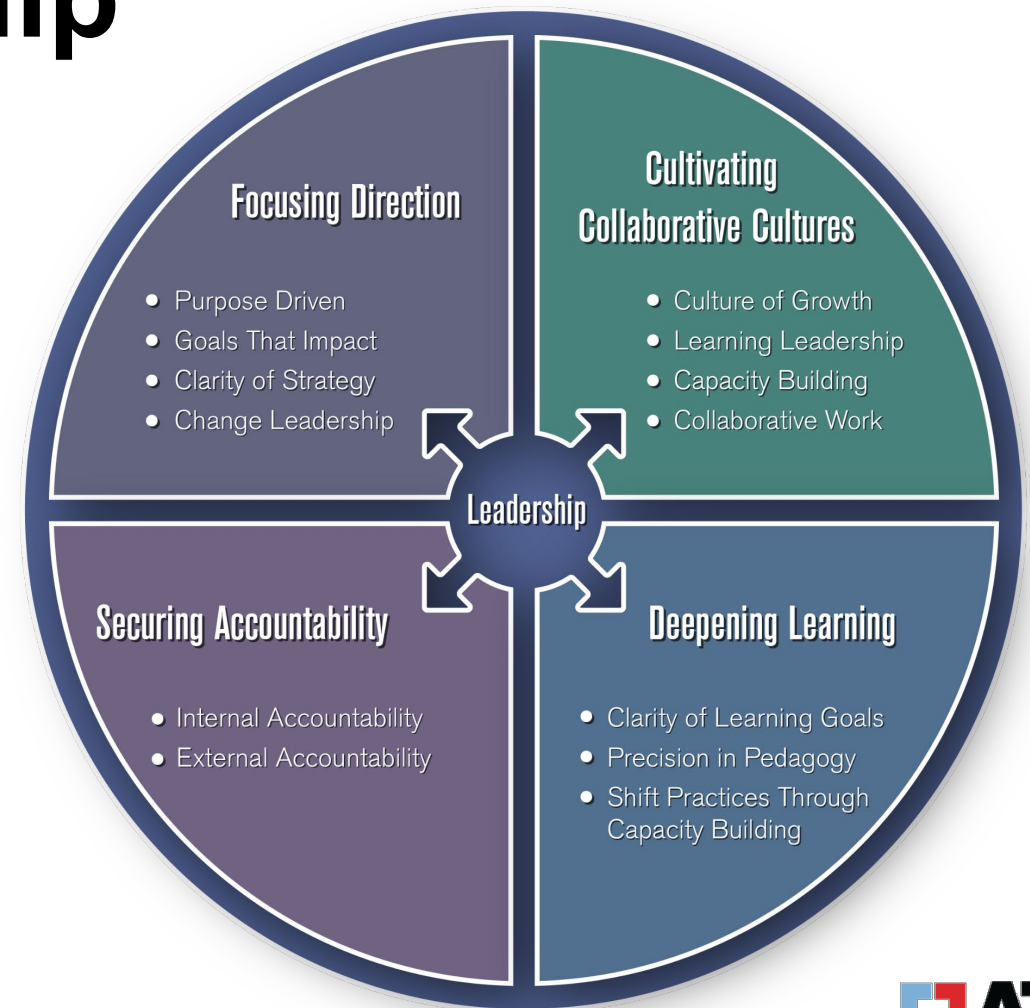
Two types of leadership

Assigned Leaders (e.g., school principal, special education director).

Emergent leaders – have knowledge of AT devices and a passion for the work that engages others

(Northouse (2016))

AT Leaders are Emergent Leaders

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FOCUSING DIRECTION

Focusing Direction
- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Cultivating Collaborative Cultures

LEADERSHIP

Securing Accountability

Deepening Learning

DEEPENING LEARNING

Focusing Direction

Cultivating Collaborative Cultures

LEADERSHIP

Securing Accountability

Deepening Learning
- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

The health of a relationship, team or organization is a function of the average lag time between identifying and discussing problems.

When conflict is recognized and addressed directly…

- compromises,
- trade-offs, and
- negotiations

become possible.

Sources of Conflict

- Lack of **shared vision, mission or values** (opposing agendas)

- **Skills, knowledge, and attitudes** are at odds (differing philosophies, working in silos)

- Insufficient **incentives and rewards** (lack of commitment, lack of recognition)

- Sparse **resources** (fear of failure)

- No **action plan** (lack of accountability)

- Lack of **data** (inattention to results)

Vision, Mission & Values	Skills, Knowledge & Attitudes	Incentives & Rewards	Resources	Action Plan	Data

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The Knoster Model

In assessing the condition and climate of an organization, this model offers a potential remedy by identifying the symptom and then providing an opportunity to target the missing component. In some schools, the problems are so severe that multiple missing links have created a challenging environment that is difficult to sort through.

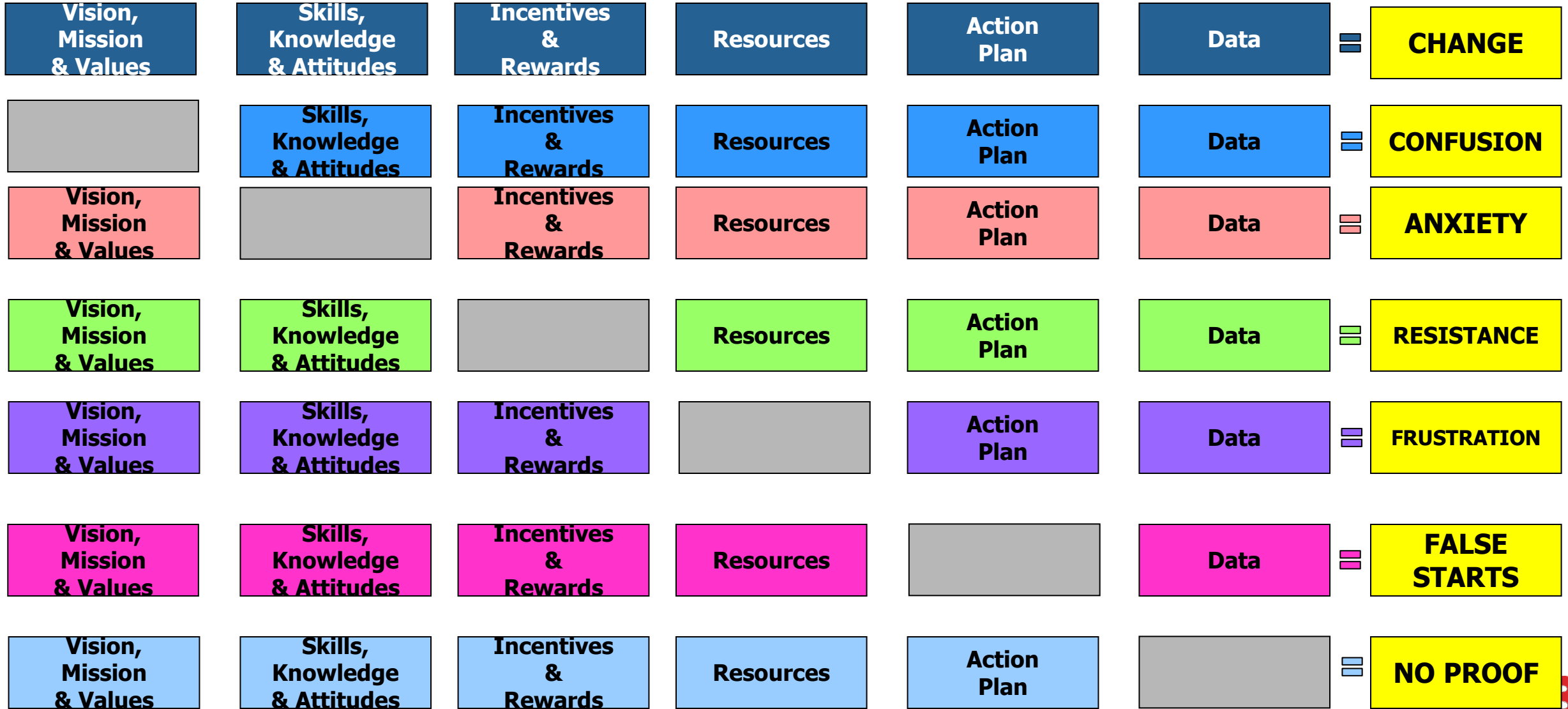| Vision, Mission & Values | Skills, Knowledge & Attitudes | Incentives & Rewards | Resources | Action Plan | Data | CHANGE |

Activity

Think of an experience that you have had with a team that got stuck or experienced conflict.

Use the Knoster Model to help identify missing elements in the group's process that may have contributed to the difficulty.

ATAP

Vision, Mission & Values	Skills, Knowledge & Attitudes	Incentives & Rewards	Resources	Action Plan	Data	=	CHANGE
	Skills, Knowledge & Attitudes	Incentives & Rewards	Resources	Action Plan	Data	=	CONFUSION
Vision, Mission & Values		Incentives & Rewards	Resources	Action Plan	Data	=	ANXIETY
Vision, Mission & Values	Skills, Knowledge & Attitudes		Resources	Action Plan	Data	=	RESISTANCE
Vision, Mission & Values	Skills, Knowledge & Attitudes	Incentives & Rewards		Action Plan	Data	=	FRUSTRATION
Vision, Mission & Values	Skills, Knowledge & Attitudes	Incentives & Rewards	Resources		Data	=	FALSE STARTS
Vision, Mission & Values	Skills, Knowledge & Attitudes	Incentives & Rewards	Resources	Action Plan		=	NO PROOF

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Model for Managing Complex Change   Adapted from Knoster, 1991   © Inclusive365.com

Resources

[IDEA Website](#)
[National Assistive Technology in Education (NATE) Network](#)
[Coalition for Assistive Technology in Oregon](#)
[RESNA position paper on capacity building](#)

Homework

- What is your partner agency?
- What do you to hope to do or create with your partner agency?
- If you have started, where are you and your partner in the team decision making process? *(Kaner, S. (2014))*

Contact Information

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ATAP

ATAP and AT3

The Association of Assistive Technology Act Programs (ATAP) facilitates the coordination of state and territory assistive technology (AT) programs nationally to maintain and enhance a strong, effective, and efficient national network of state and territory wide AT programs. As part of this mission and effort, ATAP also provides technical assistance and support to its members through the Assistive Technology and Training Technical Assistance (AT3) Center.

The AT3 Center provides training and technical assistance for all AT Act Section 4 State and Territory AT Programs to support quality implementation of state-level and state-leadership activities.

ATAP and AT3 both support national assistive technology internet sites that make general AT information available to the public and other stakeholders. To learn more visit us at

https://ataporg.org

https://at3center.net