**INSTRUCTIONAL QUALITY COHORT**

**Thurs, June 7 - Breakout 1: Systems Thinking 10:30-12:00**

**Practice Scenarios**

1. Various stakeholders have been meeting over the past few months to discuss accountability measures for infant/toddler care and preschools. These measures are being used to assess the quality of the learning environment and to target improvement strategies to support higher quality instruction. A good number of individuals would like to see a transition from QRIS to CLASS. While others see the value of ECERS-R/ITERS-R because of their own past experience. You are facilitating the process and are unsure how to bridge the divide as there are so many strong opinions.
2. You are meeting with a group of Head Start Directors as well as Public School Preschool Directors and want to encourage them to join a network you are initiating with District and School administrators to help bridge the transitional gap between preschool and kindergarten. You are aware that instructional strategies and approaches used by the kindergarten teachers differ from those used by Head Start and preschool teachers. Many of the Head Start and preschool Directors have voiced reluctance because, “We’ve tried that before and nothing came of it.”
3. One of your goals as a state affiliate is to increase the quality of instruction in Head Start, public school preschool and child care classrooms. Your data indicates many early childhood teachers and directors in the field with low skills, very little if any post-high school education and very low compensation. Despite your efforts to provide excellent professional development opportunities that is designed to improve the quality of instruction, very few take advantage and lack motivation to build new skills.
4. You were just promoted to your position as a state level director/chief. One of your primary goals is to design policies and systems to support high-quality instruction. You have inherited a team that has very strong and long-held opinions about policy and accountability systems that differ from your own. Members of your new team have been working at the state level for many years and seem to be holding on to outdated practices, especially practices that are compliance oriented and preclude more innovative strategies that are based on the latest evidence from research. You are among the youngest member of the team and as the new leader sense some tension. You are very knowledgeable about current research and were hired to bring the department to more up-to-date, research-based practices to influence policy.
5. You are in the middle of two camps of thought in PreK state standards development. One side believes strongly in developmentally appropriate play-based PreK. The other side is concerned about kindergarten readiness and believes that PreK needs to be more academically structured so that 5 year-olds will come to kindergarten as readers who can also demonstrate basic math fluencies.

**BART (Boundaries, Authority, Roles and Tasks)**

**Boundaries:** Create and establish clear boundaries for the work to be accomplished. Defining scope, budget, interests and influence will help the work group know when to forge ahead, and when to seek input and/or permission.

Key Questions:

* What is the scope of this team?
* What is the scope of influence for this team?
* When and for what is permission needed?
* What can be accomplished or spent without asking anyone?
* How and where does this team “hand-off” to the next team?

**Authority:** Authority is often defined as the right to do the work in service to the task. Understanding personal authority and the authority within the group will allow understanding and avoid chain of command issues such as who reports to whom. Knowledge of authority clarifies what can be delegated and what can be assigned to others. Lacking clear authority, groups tend to move into confusion and assigned tasks require extra effort to accomplish.

Key Questions:

* Who reports to whom?
* Who do you report to?
* What authority do you have over anyone?
* What can you change in the project without getting permission?
* What do you do when someone on your team does not deliver?
* Who do you talk to when another team is not getting you the information you need?

**Responsibilities:** This is the team’s specific goal(s) for completing their scope of the entire project. These responsibilities are at the team level, with definitions needed to complete task. Team members must be able to define individual future efforts in service to the scope of the work so that they can bring energy and action. A lack of clear responsibilities creates and environment where the team is often guessing where they fit in. The more that responsibilities are delineated, the easier it is for other members to rely and to delegate effectively, based on clarity and expertise.

Key Questions:

* What is the content and scope of the work to be done?
* At the end of each week/month/year, what is to be done?
* What should be accomplished by each team member within the

project?

* What are the major milestones and what is the work breakdown?

**Tasks:** Finally, the issue of task is the concrete set of items to be accomplished, the end toward which all efforts are directed. The tasks are concrete, finite and defined deliverables.

Key Questions:

* What is the task to be accomplished?
* What are the steps needed to take to accomplish responsibilities?
* What are the actions steps for each team member’s contributions?
* Describe processes for each team member to complete the responsibilities.
* What measure will be used to evaluate accomplishment of task?
* What are the due dates?

Reference: Hayden, C. & Molenkamp, R. (2002). Tavistock Primer II. Published from The A.K. Rice Institute for the Study of Social Systems. Jupiter, FL.