

Preparing Staff – Tab 5

This section provides information on the SEMY Student Leadership Program “phases” that provide a “train the trainer” sequence for districts interested in implementing a similar effort, clarification of the roles and responsibilities of staff in implementing a leadership development conference, and examples of research based tools used in the SEMY professional development of staff who are successful in replicating the brief, intense, non-coercive intervention that is the Student Leadership Program Conference.

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Involvement in Student Leadership Development

SEMY provides services in regions that are determined by migrant student population density.

The Regions are:

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| 1. Skagit – Whatcom Region | 6. Grant – Adams |
| 2. Puget Sound Region | 7. Upper Yakima |
| 3. Ocean Beach Region | 8. Lower Yakima |
| 4. Omak-Okanogan | 9. Upper Columbia |
| 5. Chelan, Douglas | 10. Lower Columbia |

District staff, students, parents and community members become involved with SEMY regional student leadership in two phases:

Phase 1 Program - Student Leadership Conference - SEMY staff is providing conference coordination in your region. SEMY services are provided at no charge. Each Region receives Phase 1 leadership development conference services at least once in three years. A SEMY program facilitator meets with the Federal Projects Directors (FPD) in the region to establish district investment in the program. The “Leaders in Service Replication Guide” is provided to the FPD and SEMY staff model the process described in the “Guide” in planning and implementing a regional migrant student leadership conference. Districts at a minimum participate in planning, recruit and register students, coordinate parent notification, provide transportation, designate conference staff.

Phase 2 Program – Local Student leadership program development - SEMY staff meets with the FPD to offer the district support in developing a program that expands on the Phase 1 experience. SEMY staff provides professional development and support to district designated staff and cohorts to adopt “Leaders in Service Replication Guide” techniques, to access resources, and to implement an ongoing program that helps migrant students develop and practice leadership skills. Phase 2 design is determined by the local leadership. It may be a collaborative conference, an after school program approach, activities integrated into the regular curriculum, or any other variation. Once a district fully commits to Phase 2, a “Replication Guide” is made available to the lead program coordinator of the local planning group.

If there is no SLP activity in your district, contact your Federal Project Director and inform him/her that you are interested in bringing the SEMY Student Leadership Program experience to students in your district. Ask to meet with the FPD and review the “Leaders in Service Replication Guide” or go to www.semy.org, scroll down on the left side of the page (blue) to SLP Replication Guide, and download the program planning information. Page 1-5 gives you some ideas on building your team.

Staff Roles and Communications

Everyone who has a role in the planning, production or evaluation of the leadership development program is a member of the program staff. Program staff serve in seven distinct roles. The roles may be filled by one or more people. One person may serve in more than one role.

1. **Lead program coordinator** - The advocate and motivator who is committed to creating the opportunity for migrant students to succeed in school and as contributing members of the community.

- Spearheads coordination and communication for program planning, implementation, and evaluation
- Delegates and provides follow through to a program planning corps
- Empowers the lead chaperone and the lead facilitator with information they need to make informed decisions
- Recruits staff that represents the gender, ethnicity, cultures and language diversity of the student group
- Makes final decisions for action not designated to others

2. **Program planning team member** - Anyone who contributes to the implementation of the program is a planning team member and receives recognition.

- Attends planning team meetings or contributes to the planning effort by completing a function to implement the program (coordinating a service-learning opportunity, donating food, providing a public service announcement, arranging transportation, see page 1-18 of the "Guide")
- Communicates the status of that effort to the lead program coordinator or his/her designee

3. **Lead chaperone** - Coordinates the logistics and motivates a team of "chaperones" who facilitate student movement from one activity to the next, the process and timing for and student involvement in large group activities and site safety. Large group activities include breaks, meals, speakers, announcements, service-learning, informational/motivational activities, mentor fairs, career fairs, higher education informational events, and recreational activities.

- Attends to details, uses the check lists, and gives motivating direction
- Coordinates and facilitates on site chaperone training, support and communication
- Makes final decisions for action in all things to do with the mechanics of the program, the facilities, and the health and safety of the students
- Knows the details of the agenda, large group activities, the program site layout
- Understands the curriculum scope and sequence
- Provides a culturally competent atmosphere
- Communicates information to and coordinates with the lead facilitator and the lead program coordinator

4. **Chaperones** – The organized, alert, able bodied and energetic environmental safeguards. We recommend one chaperone to every ten to twelve students.

- Ensures the safety and participation of students in large group activities
- Sets up, processes and times large group activities including registration breaks, meals, speakers, announcements, and informational/motivational activities (career or educational mentor fair, recreational activities, etc)
- Provides a culturally competent atmosphere
- Understands the student centered, experiential facilitation techniques used by SLP
- Provides motivational support to other staff and students
- Understands and uses age appropriate communication skills

5. **Lead facilitator** - A practitioner of the culturally competent, student -centered, experiential facilitation techniques and group development process reflected in the SLP curriculum scope and sequence.

- Knows the details of the agenda, the small group activities, the program site layout
- Understands the curriculum scope and sequence
- Provides a culturally competent atmosphere
- Gives motivating direction
- Coordinates and facilitates on site facilitator training, support and communication
- Manages the student assessment and evaluation requirements, schedule, and reflection
- Designates appropriate counselors and serves as the referral point for students' counseling needs
- Makes final decisions for action in all things to do with the small group curriculum, student learning facilitation, and the health and safety of student learning
- Communicates information to and coordinates with the lead chaperone and the lead program coordinator

6. Small group facilitators – The motivator, guide, good listener, organizer, and a person who is empowering, energetic and knowledgeable of how groups function. We recommend two facilitators to every eight to twelve students to increase the effectiveness of curriculum experience and learning.

- Collaborates with another facilitator to co-model experiential education techniques, specific curriculum learning, dialogue skills that include constructive conflict communication
- Facilitates student leadership development and practice that includes thoughtful risk taking, collaboration, and public presentation skills
- Understands and uses age appropriate communication skills
- Keeps communication open and consistent

Clear written and verbal communication between and among all staff is essential to success. Written communication may be on easel paper, whiteboard, notes handed out in an organized manner. Use a check sheet to make sure all staff receive the same communication. “Affirmation Ribbons”, stickers and notes for staff and students allow all participants to share encouragement and appreciation in the SLP conferences.

It is important to decide who has the final word on what.
Honor the decision of the person who is the final authority!
Model the decision making process presented in the curriculum.

Tools for Developing Staff Competencies

Research indicates that the learning that is best retained is what we perceive and what we teach others.

Facilitator Style: The purpose of the SEMY curriculum is to develop students' skills in processing information that helps them set and reach educational and career goals. The role of staff is to guide students through the leadership process:

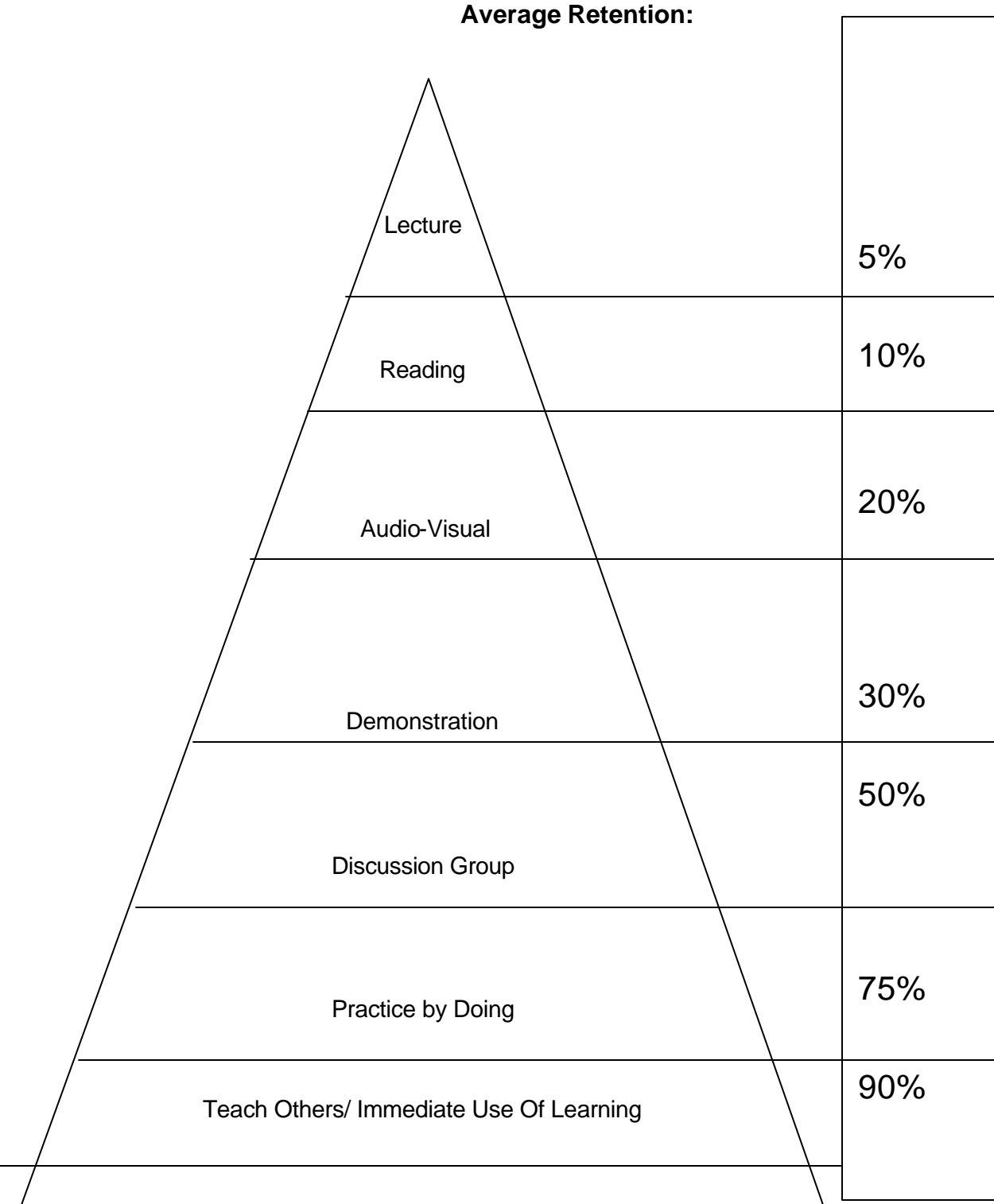
- Developing relationships - creating a safe environment
- Understanding potential - discovering the foundation from which information is processed and applied
- Making choices – implementing a process for informed decision making
- Setting goals - exploring and applying a structure by which goals are established and achieved
- Problem solving – processing information and interactions to gain knowledge
- Futuring and action planning – implementing a plan of informed and thoughtful action
- Celebrating knowledge, skills and relationships

Staff are models for this process. The more transparent staff can be with their actions, the more likely it is that the student can replicate the process. Talking through the SLIDE process when making decisions, identifying the steps in conflict resolution when resolving a dispute, explaining why you write a heading on a piece of paper or use different color markers enhances student learning. Practicing active listening skills helps students to see how you “walk your talk”. Model the process and then turn the process over to the students to practice.

Preparing Staff

The following information are examples of tools used in the professional development available to districts interested in implementing a Phase 2 program.

Learning Pyramid



National Training Laboratories – Bethel, Maine

Constructing the Leadership Curriculum



Step 1 What outcomes are desired? Planning committee identifies major organizing concepts, attitudes and skills the students should know and demonstrate.



Step 2 What questions could be asked? Develop questions that the students care about. Questions invite students to participate in activities that develop student conceptual knowledge, problem solving habits, and important skills.



Step 3 What activities are appropriate? Planning committee identifies developmentally and culturally appropriate activities, emphasizing the problem solving and action planning process that yield a desired outcome. Activities provide students with the opportunity to explore, discover, create, propose explanations and solutions and take action.



Step 4 What resources are needed/ available? Planners identify resources and logistics needed to conduct activities. Planners develop and implement a plan of action to gain access to resources which is a critical step in the process.



Step 5 What instructional approach will be used? Planners design instruction to parallel the approach taken by practicing problem solvers to uncover knowledge and solve problems – this process in parallel with the scientific process.



Step 6 What meaningful context can be developed? Planners identify meaningful context to which the student can apply the new found knowledge and that will motivate the student.

Planning Guide for Developing Student Centered Learning

1. How will this lesson develop cooperative learning?
2. What are the specific essential academic learning requirements, benchmarks or WASL test skills on which you will focus?
3. How much time and over what duration does this activity require?
4. What materials do you need for this activity?
5. What will the student gain from this activity?
6. How will this activity be presented?
7. What are adaptations for use in other learning environments, links to other content areas, other cultural, ethnic, physical abilities, etc?
8. How will you assess student achievement through this activity?

For each significant activity, identify the enduring learning of the lesson and complete the following chart:

List the lesson's learning goals.	List the real world applications the learning goals have.	List careers that relate to the real world application.	List education & experience is needed for the careers .	Who in the community could represent this career?	What will the school do to support this learning?

Seven Skills Employers Want:



1. Organizational Effectiveness / Leadership.
2. Interpersonal skills / Ability to work in a team.
3. Self-esteem / Motivation/ Ability to goal set.
4. Creativity and problem solving.
5. Ability to communicate effectively.
6. Reading, writing and math skills.
7. Knowing how to learn.

Source: Author: Kerka, Sandra ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH. Job-Related Basic Skills. ERIC Digest No. 94. ERIC Identifier: ED318912, Publication Date: 1990-00-00.

Cultural Competence as a Goal

Cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency, or professional and enable that system, agency, or professional to work effectively in cross-cultural situations.

The word culture is used because it implies the integrated pattern of human behavior that includes thought, communications, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group.

The word competence is used because it implies having the capacity to function effectively.

A culturally competent system or professional acknowledges and incorporates – at all levels – the importance of culture, the assessment of cross-cultural relations, vigilance toward the dynamics that result from cultural differences, the expansion of cultural knowledge and the adaptation of services to meet culturally unique needs.

Culture is a complex and evolving pattern of life, rooted in tradition as well as place. The invisible aspects of culture influence or cause the visible ones – for instance religious beliefs, unseen, may be made visible in terms of holiday customs; notions of modesty influences dress style.

1. What are indicators of your culture?
2. What indicators of your culture are on your physical being?
3. What indicators are there of the culture of the group in this room?

Adapted from: "Cultural Competency: A Tool to Providing Culturally Competent Family - based Health Care Services for Individuals and Organizations." Children & Adolescent Support Services Programs, National Health Service 1989 and Proceedings from Ethnic Cultural Diversity in the 90's - Influence of Health Care Delivery, October 29 - November 1, 1991 and other readings.

"Two kinds of people on earth can be seen,
the people who lift and the people who lean."

- Ella Wheeler Wilcox

“...no custom, belief or behavior can be understood out of its social or cultural context. That is, any kind of behavior, or tradition or pattern can be evaluated correctly only in light of its meaning to the people who practice it, its relation to other elements of the culture, and the part it plays in the adaptation of the people to their environment or to one another, No custom is “odd” to the people who practice it.”

- Ina Corrine Brown “Understanding Other Cultures”

All I Really Need to Know I Learned From Noah's Ark

Don't miss the boat.

Don't forget that we're all in the same boat.

Plan ahead. It wasn't raining when Noah built the ark.

Stay fit. When you're 600 years old, someone might ask you to do something big.

Don't listen to critics; just get on with what has to be done.

Build your future on high ground.

For safety's sake, travel in pairs.

Two heads are better than one.

Speed isn't always an advantage; the snails were on board with the cheetahs.

When you're stressed, float a while.

Remember that the ark was built by amateurs; the Titanic was built by professionals.

Remember that the woodpeckers inside are a larger threat than the storm outside.

- Anonymous
