





DICKINSON EDUCATION FOUNDATION

The Dickinson ISD Education Foundation's mission is to ensure that all students have successful learning opportunities that help them reach their full potential and add quality throughout their lives.

The background of this section features a blue-tinted collage of smiling children of various ethnicities.



*When life takes the
wind out of your
sails, it is to test
you at the oars.*

-Robert Brault



Q. TEAMWORK

A BOAT DOESN'T GO FORWARD IF EACH ONE IS ROWING THEIR OWN WAY.

FRANK PUGH



Row the Boat

Objectives for Building Teams that Row Together

- Get in one boat.
- Clarify the destination
- Row in the same direction
- Respect the rower beside you.

DON'T ROCK THE BOAT!

WHO

Lobit Elementary Staff



BUILD A BOAT

- You will have 90 minutes to build a boat that could float and travel approximately 20 feet with one person rowing.
- Use the supplies at your station and/or any supplies in the building.

Boat Teams

M. Garcia
Bragg
Valentine
Sy Reason
Whitener
Trevino
Arbuckle
Beagnyam

D. Johnson
White
Courtright
Palmer
Stephens
C. Johnson
A. Garcia
Matranga

Price
Adams
Agirre
Magliolo
Lam
McGregor
LaLonde
Petersen
Demunbrun

Sa. Reason
Ibrahim
Carnes
Gonzalez
St. Germain
Hastings
Bellamy
Butler

Rothermel
Taylor
Carpenter
Trahan
Yates
Scafati
Lira
Williams

Parnell
Trueheart
Smith
Gilbert
Hart
Dunham
Ohijai
Esparza

DEBRIEF
and 2 Min.
Connection

Rowing Boat

Video

WHA

Reset PLC (Lite to Right)

T

What does PLC Right look like?

- What is it you would like students to be able to do?
- How will you know if they can do it?
- What will you do if they didn't get it?
- What will you do if they did get it?

An aerial view of a rowing team in a long, narrow boat on a body of water. The rowers are wearing red and white uniforms. The water is dark blue with some ripples. The text is overlaid on the image.

WE ARE WHAT WE REPEATEDLY DO.

Excellence,
Therefore, is not an act, but
a habit.

PICKSHU

WHEN &

WHERE

All day everyday at Lobit!

Master Schedules

What floats your
boat?

Lunch and Time in Rooms

MONDAY

The foundation of our culture is our

Mission-Why do we exist?

Vision-What do we want to become?

Values-How must we behave to create the school that will achieve our purpose?

Goals-How will we know all of this is making a difference?

WHY

Mission/Vision

Why do we exist? What do we want to become?



OUR VISION FOR DISD

WHAT WE ASPIRE TO BE

INCLUSIVE OF ALL, DICKINSON ISD WILL CULTIVATE EXCELLENCE, PRODUCING CONFIDENT, COLLABORATIVE, GOAL-DRIVEN LEARNERS WHO BECOME EMPOWERED CITIZENS IN A GLOBAL SOCIETY.



MISSION STATEMENT & DISTRICT OBJECTIVES

WHO WE ARE, WHAT WE DO

MISSION STATEMENT:

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

DICKINSON ISD OBJECTIVES:

OBJECTIVE 1: All students will learn and apply life skills to meaningfully engage and impact their community.

OBJECTIVE 2: All students will graduate college, career, and/or military ready.

OBJECTIVE 3: All students will develop the communication skills necessary to work in a collaborative environment.

OBJECTIVE 4: All students will learn to self-advocate by developing confidence in their ability to determine their own path for success.

OBJECTIVE 5: All students will develop innovative technological skills and interact responsibly in a constantly evolving global society.

OBJECTIVE 6: All students will demonstrate the ability to face adversity with perseverance, integrity, and leadership.

OBJECTIVE 7: All students will demonstrate social and emotional skills and model positive character traits.

Labels Activity

“The labels we assign children become a self-fulfilling prophecy.”

-Kenneth C. Williams

Our beliefs and behaviors must support our mission.

Lose the labels....

Bless and release
them....

All means All

What if
it was
your
child?



All Means All

What does
Inclusion really
look like?

Breaking Behavior Barriers

- Formly BLP/ABCD
- We are now an inclusive SOCIAL EMOTIONAL TEAM
 - All means all, meaning every student will spend the majority of their day in a general education classroom
 - DON'T FREAK OUT! ... Breathe ...
- Here's what that will look like:
 - All students will participate normally in classroom activities with their general education peers.
 - The social emotional team (SET) will be actively monitoring the students all day. Seriously ... all day.
 - The students with the greater behavioral needs will have a paraprofessional with them in class throughout the day to monitor, assist as needed, and intervene if necessary.

Breaking Behavior Barriers

- The SET teachers will be pushing into classrooms to support teachers during instructional time.
- SET teachers will periodically pull SET students to work on IEP goals and help close the educational gaps.
- There are designated areas throughout the school building which will be utilized as refocus zones.

LUNCH

60 Second

Relate Break

The Four Stages of Teams

(Bruce Tuckman, "Developmental Sequence in Small Groups,"
Psychological Bulletin, 1965)

Stage 1: FORMING

- Eager, polite, watchful, guarded, anxious, questioning

Needs of Team:

- Clarity of purpose, goals and structures, build trust, define the group

Stage 2: STORMING

- Conflicts emerge; confrontations are not handled well; feeling stuck; emotions run high

Needs of Team:

- Refocus the work, break down tasks; identify team roles.
- Recognize individual strengths

Stage 3: NORMING

- Well-established structures; comfort expressing ideas; risk-free environment; deeper conversations; issues confronted appropriately

Needs of Team:

- Evaluate process and productivity; assess goal progress

Stage 4: PERFORMING

- Resourceful; free sharing of ideas and opinions; confidence in self and team synergy

Needs of Team:

- Celebrate successes; think "outside the box"; present challenges; look for opportunities for growth

Tweet



"A team with a lot of love
doesn't need a lot of
rules."

"Love creates trust, trust leads to commitment, and commitment leads to sacrifice. If you love your team, you will give your all to the team. Love also makes people more accountable. If you love your team, you will want to be your best for them, and you want to help them be great too. We found a tweet that said, 'A team with a lot of love doesn't need a lot of rules.'"

Profile of an Educator/Leader Activity

What's Obvious to You is Obvious to You

1. Stand back-to-back with a partner
2. On a piece of paper write:
"Characteristics I would like to see from educators in our school"
3. Turn and Face each other.
4. Share your list with your partner.
5. Celebrate things you have in common.
6. Form groups of four and create a prioritized list.
7. Form groups of eight and form a list on chart paper.

TUESDAY

Get to Know You Circles

1. What is a nickname you have, had, or want?
2. What is something that comes easy to you?
3. What is one area of growth for you this year?
4. What movie or series did you finally get to finish watching this summer?

Collective Commitments

Preferred Traits of an Educator

- Patience
- accountability
- authentic
- flexible
- compassionate

- patience
- caring
- respectful
- hardworking
- flexible
- empathetic
- high expectations
- goal driven

Educator

- caring
- resourceful
- hard working
- Knowledgeable
- Positive +
- patient
- respectful
- open minded
- relateable
- responsive

- perseverance
- patience
- self-motivated
- flexible
- coachable
- inspiring
- empathy
- innovative
- knowledgeable

- Love
- Dedication
- Patience
- Trust
- Respect
- Communication
- passion
- flexibility
- open minded
- humility

- forgiving
- integrity
- neutral
- helpful
- considerate

- Patience
- Compassion
- Knowledge
- Loving
- Organized
- Integrity
- Respect

- Encouraging
- Self-Motivated
- Empathy
- Trustworthy
- Non-judgemental
- Adaptable
- Open-Minded
- Adaptable

Artifact Box

(individual)

“If culture is found in the assumptions, beliefs and expectations that represent a school...then in order to become a true PLC, we must commit to the following assumptions:

We recognize that the fundamental purpose of our school and the reason that we come to work each day is to ensure that ALL students learn at high levels.

We understand that helping all students learn requires collective, collaborative effort rather than a series of isolated efforts.

Therefore we must work in teams and constantly gather evidence of student learning for two purposes:

- to inform and improve our individual and collective practice (TIER 1)
- to better meet the needs of individual students through intervention and extension.”

The two most important words in those assumption statements are ENSURE and ALL.

The members of the PLC accept collective responsibility to ENSURE that ALL students learn at high levels.

While factors outside the school impact student learning, we must understand that we have both the responsibility and the ability to ensure that all students master the academic skills, knowledge, and behaviors needed to succeed next year and beyond.

Equally important, we must assume that ALL students are capable of learning at high levels. We must also reject the temptation to label a student by things they cannot control, but rather assume that all students could succeed if they receive targeted, effective instruction at school.

If we have formed a consensus around the fundamental assumptions of the PLC, can we agree to move forward with these collective commitments:

Committed: We will row the boat...no matter how hard it gets.

Creative: When we row through adversity, we will creatively use our oars to adjust our course.

Compassionate: We will sacrifice for the person sitting next to us...the little people and the big people.

Collaborative: We will row together, because together is the only way. We will hold each other accountable and lift each other up.

Artifact

Box

(collective)

The Oar:

The oar is our energy, our mission and our purpose. It is a symbol of strength. Only you chose whether your oar is in the water, or if you take it out and decide not to use it. Whether it's windy and raining or a calm, beautiful, sunny day...you decide to row or not. The oar is the only tool that moves the boat forward. This isn't a sailboat or a motorboat, without the oar, the boat does not move forward. We are the captains of our boat...we decide how fast and how far we go.

Your energy is contagious, and the energy you invest and share with others determines the quality of your life. When using the oar, there will be times when rowing is hard and will require intense, powerful work. At other times, efficiency and working smarter and not harder can be used.

We use our oars to serve and to give.

The row the boat mentality inspires and empowers the people in our boat to row with the same power, tempo, direction and speed toward the vision we have for our team and organization.

In tough times, row. In successful times, row. In times of uncertainty, row. In times of struggle, row. When life rocks our boat to the core, row. On days when the seas are calm and glisten with sunshine, row.

In the end why we row, how we row, and the way we row through all of it, will dictate our path and determine how far we go.

WALL STREET JOURNAL BESTSELLER

Row *the* Boat



*A Never-Give-Up Approach to
Lead with Enthusiasm and Optimism
and Improve Your Team and Culture*

JON
GORDON

Bestselling Author of
The Energy Bus

P.J.
FLECK

Head Football Coach of the
Minnesota Golden Gophers

Keep Rowing



This is our why!
This is our what!

Where better than Dickinson
ISD?

Who better than us?
When better than NOW?



“ COMING TOGETHER IS A BEGINNING. KEEPING TOGETHER IS PROGRESS.
WORKING TOGETHER IS SUCCESS. ”

Henry Ford

