

INNOVATING YOUR PROJECT'S DISSEMINATION STRATEGY TO PROMOTE SUSTAINABILITY

13/EIR Project Director's Meeting

June 12, 2018

9:00 a.m. – 10:30 p.m.

INTRODUCTION

Four components of sustainability:

1. Increasing stakeholder support and communication
2. Implementing and building capacity to ensure widespread use of quality program development
3. Developing financial support and ongoing funding for efforts
4. Understanding a return of investment

OBJECTIVES

- Gain knowledge of innovative dissemination strategiesMap existing communications channels and audiences
- Share and discuss their communications maps with peers, focusing on how they would like to innovate their dissemination strategy for their project and how that will build from existing communications.
- Grantees will complete an action-planning template to identify next steps to implement their selected strategies

AGENDA

- Grantee Presentations (Approximately 30 min)
- Communications Mapping Activity (Approximately 30 min)
- Action Planning (Approximately 30 min)

PRESENTERS

- Michelle Kendricks, The Curators of the University of Missouri emints
- Caitlin Wilson, NBPTS
- Deanna Privette, Metropolitan Nashville Public Schools
- Alicia Haller, DuPage Regional Office of Education #19

MICHELLE KENDRICKS,
THE CURATORS OF THE UNIVERSITY OF MISSOURI
EMINTS

EMINTS EXPANSION PROJECT: IMPLEMENTING
COLLEGE AND CAREER READY STANDARDS THROUGH
21ST CENTURY CLASSROOMS

PROJECT OVERVIEW

Project

56 rural schools in MO, AL, AR, and UT transition to digital age teaching and learning.



Participants



School Administrators



eMINTS Affiliate Trainers



eMINTS Teachers



Technology Coordinators

Components

- Job-embedded coaching
- Online Community of Practice
- Professional Learning
- Robust Materials
- Implementation Teams
- Leadership Development

CONTEXT

- We are a Technology Project.
- We work with schools from a distance
- We work with rural schools.
 - Limited staff.
 - Limited time.
- Schools have a need to inform their stakeholders about changes happening in their child's classroom.
- Schools have a need to help stakeholders understand the good work they are doing.



STRATEGIES

We Help Schools Communicate



[Build Your Own Press Release](#)

Investing in Innovation (i3)

eMINTS National Center

Digital Age Teaching & Learning

About the eMINTS National Center. The eMINTS Comprehensive Program provides teachers with research-based, interactive professional development with in-classroom coaching. Classrooms are transformed into highly engaging, student-centered learning communities aligned with the Common Core State Standards. eMINTS classrooms are technology-rich environments where students tackle real-world problems, collaborate on projects, and are savvy consumers of information and producers of new knowledge.

STRATEGIES

Schools Help Us Communicate



Google+ Communities

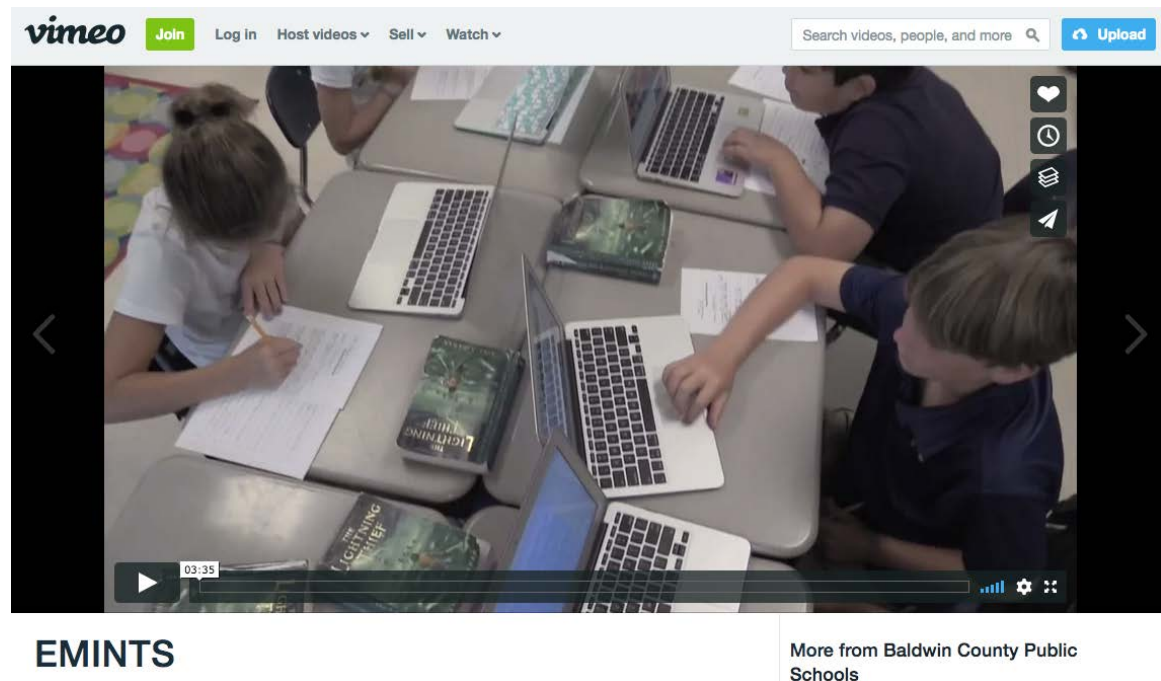
1,060 members - Public

eMINTS Educators

Networked Teaching and Learning

MEMBER

The image shows a Google+ Communities profile for 'eMINTS Educators'. The header is green with the Google+ logo and 'Communities' text. Below is a large circular logo with a stylized 'e' in white and black, surrounded by colorful segments. Underneath the logo are three small circular profile pictures and the text '1,060 members - Public'. The name 'eMINTS Educators' is prominently displayed, followed by the tagline 'Networked Teaching and Learning'. At the bottom, there is a green button that says 'MEMBER'.



vimeo Join Log in Host videos Sell Watch Search videos, people, and more Upload

EMINTS

More from Baldwin County Public Schools

The image shows a Vimeo video player. The video content depicts a classroom scene where several students are seated at desks, working on laptops. One student in the foreground is writing on a piece of paper. The video player interface includes the Vimeo logo, navigation options like 'Join', 'Log in', 'Host videos', 'Sell', and 'Watch', a search bar, and an 'Upload' button. The video title 'EMINTS' is displayed below the player, along with a link to 'More from Baldwin County Public Schools'. The video progress bar shows a timestamp of 03:35.

LOGISTICS

Olivia Laine Updates & News 6d

Rocking our last day of eMINTS training for year 2 and just found I won the Closer Challenge...exciting!

Jennifer Foster: Congratulations +Olivia Laine! That's awesome :)

Sarah Grimes 32w
Strategies and Resources

Here is a Digital Citizenship Agreement I made for my first grade students.

https://docs.google.com/document/d/1k7HuoEsur22E_mWcpxQOUxLi905L1jHluwqA_aiBnzg/edit?usp=sharing

GR 1 Digital Citizenship

First Grade Digital Citizenship Checklist		
I _____ (your first and last name),		
I promise to.....	Respect myself & always be kind to others with my posts.	Y N
I promise to.....	Be safe by not sharing my information.	Y N
I promise to.....	Use my device only for what it is intended for and only visit sites approved by my teacher.	Y N
I promise to.....	Tell my teacher if something is unsafe or I see someone being unkind to others.	Y N
I promise to.....	Take care of my device (and other devices).	Y N

- Dedicate staff to each social media network
- Create interaction
- Build communication into your program
- Analyze data and try again

eMINTS Tweet Week!
October 16-20, 2017 #emintsTweetWeek
Join in!

Oct 16: #emints #MotivateMon
Share a motivational quote!

Oct 17: #emints #TechTues
Share any tech tip or tool that would benefit other educators.

LESSONS LEARNED

- If you build it, they may not come

Community

[See All](#)

 [Invite your friends to like this Page](#)

 15 people like this

 16 people follow this



- Look to the future.

CAITLIN WILSON,

THE NATIONAL BOARD FOR PROFESSIONAL
TEACHING STANDARDS

BUILDING A PIPELINE OF TEACHING EXCELLENCE

PROJECT OVERVIEW

Our project aims to:

- support pre-service and early-career teachers' developing practices through exposure to examples of accomplished teaching; and
- contribute to a professional continuum, grounded in performance assessment and common language, from pre-service through National Board Certification.

To achieve this, we created ATLAS (Accomplished Teaching, Learning and Schools).



ATLAS is an online library of video case studies from the classrooms of Board-certified teachers.

CONTEXT

- National Board's existing communications channels at the start of the project included:
 - National Board website;
 - newsletter to National Board Certified Teachers (NBCTs);
 - networks of NBCTs and Candidate Support Providers (CSPs) across the country; and
 - National Board candidates engaged in the certification process
- New communication channels formed through partnerships within the project included:
 - American Association of Colleges of Teacher Education;
 - district and university partners in New York, Tennessee, and Washington; and
 - the community of i3 grantees

STRATEGIES

- Conference presentations
 - Reach audiences who aren't currently a part of your existing communication channels
 - Lessons learned and preliminary findings can be shared to build connections/interest for later in the project
 - Amongst project partners and evaluators, there's a wide reach into conferences at the local and national level to share findings and lesson learned
- Blog posts:
 - A way for the partners on the ground to share their stories and perspectives
 - Easy to share and disseminate through various channels
- Peer reviewed journal articles
 - A way for research findings to reach a larger audience outside of existing channels
 - University faculty is often looking to publish for tenure
 - Collaborate within the i3 community to disseminate research findings

STRATEGIES

- Webinars
 - Opportunity to connect stakeholders in existing communication channels around a specific topic
 - Generate interest in project findings and how to apply them to different contexts
 - Build connections amongst existing stakeholders
- Testimonial Video
 - Share the perspective of the partners doing the work on the ground
 - Easy to disseminate through various channels
 - Put a face to the data

LOGISTICS

- Conference Presentations
 - Maintained a running list of relevant conferences and timeline for submitting proposals
 - Coordinated with project partners on submitting proposals and preparing for the presentations
- Blog Posts & Testimonial Videos
 - Identified project partners willing to write about their experiences
 - Disseminated through existing channels and social media
- Peer Reviewed Journal Articles
 - Collaborated with other i3 grantees and TA support providers to submit an article to *The Learning Professional*
 - Supported University partners in collaborating and submitting
- Webinars
 - Identified project outcomes that our external stakeholders are interested in learning more about
 - Coordinated with project partners to plan and host webinars

LESSONS LEARNED

- The voice of those doing the work on the ground are the most important perspectives/voice to include.
- We needed to seed conversations to ensure successful webinars with external stakeholders.
- It's important to balance between data and stories of impact are important.
- Be sure to know what your audience values.
- Don't wait to start dissemination.
- There's power in community.

DEANNA PRIVETTE,

METROPOLITAN NASHVILLE PUBLIC SCHOOLS

GIRLS REALIZING OPPORTUNITIES WITH STEM: GROW
STEM

CONTEXT

- Pre-Existing items to build from:
 - Collaborate with existing afterschool programs/partners
 - District-Level Communications Dept.
 - Facebook
 - Advertise Summer Camp
 - District-Level Extending Learning Department/Community
 - Promote all Metro Nashville Public School summer camps
 - EL Department
 - Translate materials into multiple languages

STRATEGIES

District Level Team

- Advisory Council Meetings (Quarterly)
 - Celebrate successes with partners, district-level, and school-level teams
 - Share updates/information
 - STEM Experiential Learning
- Meet with/collaborate with school administrators
- Share data with school administrators and school-level i3 lead teachers
- Share information/updates at monthly i3 lead teacher meetings
- i3 STEM Twitter

STRATEGIES

School Level

- Administration
 - Social Media - Twitter and Facebook
 - Call outs
- Lead teachers
 - Share school-wide data through school-level advisory/leadership team
 - Share information at school-wide events
 - Communicate with parents/students in multiple ways
 - Phone Calls
 - Text Messages
 - Face-to-Face Meetings

LOGISTICS

- Building capacity with school-level personnel
- Communication - school-level dissemination
 - What to disseminate - grant information, program components, expectations, data, etc.
 - How to disseminate at the school level/the best way to reach the most people
- Marketing Material
 - How to advertise
 - Multiple Languages for all materials

LESSONS LEARNED

- Communication is key - get the word out early and often
- Important for all levels (district, school, and community) to collaborate and have an understanding of the main components to be able to promote and speak to the components.

ALICIA HALLER,

DUPAGE REGIONAL OFFICE OF EDUCATION #19

PARTNERS TO LEAD

PROJECT OVERVIEW

Partners To Lead (EIR) and IL-PART (SLP) projects provide a continuum of development support for school leaders from the aspiring/preparation phase through the veteran principal phase.

The primary goal of both projects is to ensure that all schools are led by principals that effectively engage teachers in schoolwide instructional improvement efforts, resulting in improved student learning.

The two projects include:

- 4 Universities
- 4 Regional Offices of Education
- 19 Districts
- 69 Public Schools
- 15 Catholic Schools

CONTEXT

Existing communication channels at the start of the projects:

- Network of partners with trusting relationships
- Website that included updated policy information, tools, resources, and research
- Advisory committee comprised of leaders from each of the partner organizations that met quarterly
- Regional Offices of Education with systems for communicating and convening district leaders

New communication channels formed through partnerships within the project:

- New website that includes various password protected areas
- Twice monthly partner webinars
- LISTSERV for communicating “just in time” information about upcoming events and deadlines
- Quarterly District Support Meetings and networks of participating principals in each region
- EIR, SLP, SEED, Wallace Foundation networks of grantees, and the TQP Summit

STRATEGIES

Twice Monthly Partner Webinars/LISTERV Posts/Website

- Provide project status updates and ensure all partners are aware of activities and deadlines
- Create a repository for project artifacts and demonstrate how the different components come together to form a cohesive approach

Conference Presentations:

- Reach a wide variety of audiences: researchers, higher ed faculty, K-12 practitioners and leaders, and policy-makers;
- Disseminate preliminary findings from the project's external evaluation

Edited Book

- Engaged partners in writing to include perspectives from higher ed, K-12, state education officials, foundations, associations, unions, etc.
- Disseminate findings from the project's external evaluation, and includes project tools and resources

STRATEGIES

Host Symposiums/Conferences

- Provide information about the project and its impact to others that can replicate the model
- Co-Host national convening and bring in national experts that align to your project's focus

Engagement of union leaders and state agencies from the beginning

- Inclusion of members on a project advisory committee
- Engage them in problem solving local barriers to the work
- Encourage partners to engage in advocacy efforts to sustain the project and provide them with opportunities to get involved

LOGISTICS

Webinar/LISTSERV/Website

- Recorded webinars and LISTSERV posts are saved in a password protected section of the website
- We included our Program Officer on our LISTSERV

Conference Presentations

- Create a boilerplate slide, but tailor the experience of the presenter(s) and content to the specific audience
- Develop a list of talking points so that each presenter knows what the project most wants to convey

Edited Book

- Chapter/Vignettes structure allowed voices of higher ed, K-12, philanthropy, state education officials, etc. to be included and support from the editors allowed those not accustomed to academic writing to be involved.

LOGISTICS

Host Symposiums/Conferences

- Personally reach out and invite foundation, state, district, or university leaders that have the capacity to replicate and/or sustain the model.
- Collaborate with national organizations on advocacy work and conferences

Engagement of union leaders and state agencies from the beginning of the Project

- Engagement of state agency officials allows the project to align to emerging policy and practice shifts and can provide opportunities for expansion and/or sustainability
- Engagement of union leaders in the design and implementation can reduce and/or eliminate potential barriers

LESSONS LEARNED

- Building upon strong existing structures and partnerships is the key to success
- It is crucial to ensure the partners understand the purpose and design of the evaluation from the beginning so that any barriers can be identified and accommodated on the front end
- When working with such a wide variety of partners, the project must attend to the necessary tension between standardization and customization in order to be valuable to both the participants and the evaluation.
- The Project Directors do not need to do everything – your partners are your greatest asset.
- Focusing on continuous improvement and sustainability should begin in the first year.
- You can never communicate enough!

THINK, PAIR, SHARE

ACTION PLANNING

This year, all attendees will complete the session survey!

- **Step 1:** Find the session
 - Select Schedule
 - Schedule by Day
 - Select our session

- **Step 2:** Complete the survey
 - Click on session survey
 - Answer a few questions
 - Hit submit

