

SAM Strategic Plan 2014-18 with Goals & Strategic Objectives

Knowledge-Based Questions

Updated 10-19-16 by the SAM Board of Directors

For each of the 3 goals, review the knowledge-based decision making questions and identify action to be taken to accomplish the objective:

1. What do we know about our stakeholders' needs, wants, and preferences that are relevant to this decision?
2. What do we know about the current realities and evolving dynamics of our environment that is relevant to this decision?
3. What do we know about the "capacity" and "strategic position" of our organization that is relevant to this decision?
4. What are the ethical implications?
5. What actions are required to accomplish the Strategic Objective?

1. Professionalism, Integrity, and Leadership: SAM models and promotes the highest levels of professionalism, integrity and leadership of its affiliates to create a foundation vital to success. Goal 1 Team: Jon Konen (Reporter), Randy Cline, Rick Chrisman, Dan Kimzey

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1.1 SAM encourages integrity through being open and honest, fair, complying with the laws, promoting educational community interests, being open and adaptable, taking corrective action, and being consistent with supporting the organization's' values.	Our group is honest, and we model this behavior for school district and community. Encouraging transparency at all levels.	Understanding, educating, and celebrating the vast diversity of the cultures of our stakeholders. Specifically, supporting Native American families with their student's education experience through communication, engagement, and building relationships.	SAM works so well with so many other groups...we are creating a coalition of education between as many contingencies and stakeholder groups (MT PEC, MTSBA, RISE 4 Montana).	We need to be truthful and reflective in our practices and communication.	Continue to develop our strategic plan, hold ourselves accountable to our objectives, work together, being proactive with our stance on issues, be fiscally transparent, as well as being able to defend positions for the success of all students. Our message must continue to be consistent.

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1.2 SAM ensures that concern for the desired result does not subvert fairness, honesty, respect and courtesy for others with whom one comes into contact.	Our stakeholders want us to be honest, equitable, and encouraging transparency.	Same as above	Same As above	Same as Above	Same Above
1.3 SAM enlists and guides the talents and energies of its membership towards promoting the goals of the organization.	Connection to local, state, and national partnerships. In addition, we want to find in-state service providers.	The ability to connect services with districts in need. Communication is vital....connecting to a possible resource database.	This all falls within SAMs realm of providing high quality professional development and other related services.	Conflicts of interests;	Think of a recruitment strategy for in state and out of state partnerships that can offer services to our schools. How do find out about in-state presenters that are nationally renowned or who can provide outstanding professional development of other services. Creating a database for resources!
1.4 SAM models these traits through advocacy at the local, state, and national levels.	SAM has several stakeholders that not only hold positions within educational groups, but others that help promote the advocacy at all levels. Putting people that are working out in the field of education, and getting them connected with policy makers.	Difficult to empower stakeholders with the right information for the right forum. Difficult to get people engaged in the current issues.	This is what SAM is all about.	Solid communication between the groups that this is supported by most/all.	Continue gathering data to help form our organization's position points. Continue to work on the effectiveness and efficiency of the SAM Legislative Network.

2. Advocacy: SAM members will be equipped with accurate information and prepared to use it to advocate for public education.

Goal 2 Team: Peter Fusaro (Reporter), Jessica McWilliams, Dennis Gerke, Rick Duncan, Tobin Novasio

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2.1 SAM will maintain a united front with MT-PEC by SAM participation in MT-PEC meetings and communication to members through weekly SAM Update E-mail.	MAEMSP, MASS, MCASE MACSS, MASSP, META want to continue to have a positive voice at the table on current issues. These affiliates needs include quality staffing, infrastructure needs, and equitable funding, etc.	Continue weekly dissemination (e.g., Updates from SAM). 5 members of MT-PEC & SAM affiliates change; SAM stays true to our Strategic Plan in forwarding our priorities. Continue strategic partnerships with other(s)	Dynamic and requires vigilance in communicating to all Affiliates using a variety of venues.	SAM Strategic Plan reviewed annually provides guidance.	Continue communication between all SAM affiliates.
2.2 SAM will utilize the Steering Committee that includes one person from each SAM affiliate to identify current educational issues.	Steering Com representation by each SAM Affiliate. Good balance attained.	SAM Steering Committee members access opportunities electronically.	Knowledgeable and work for the good of the organization.	A need for on-going training and mentoring for next generation of SAM leaders.	Each Affiliate ensure Steering Committee membership.
2.3 SAM will provide quality resources that contain current educational facts and implications to all stakeholders.	Stakeholders need current information - in a user friendly format	Information that is easily accessible.	SAM office does the research and disseminates to various stakeholder groups. SAM is a "go to" resource.	By having the research/resources from SAM we are united in our voice and allows members to make informed decisions. The information is current and reflects our Strategic Plan.	Continue

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2.3.1 Federal relations leaders of each affiliate will collaborate to develop the SAM federal advocacy package.	Need to know identified priorities - how can MT influence state and federal and how does state/fed influence local.	SAM provides succinct summaries of key concepts that influence various affiliates. (e.g., ESSA, IDEA Reauthorization, ERate, etc.)	Maintained and Continue	Issues at the federal level impact issues at State and local level.	Call to action. Communication with your staff and colleagues.
2.4 SAM will provide quality opportunities to learn about the resources available and training that leads to active advocacy.	Surveys to identify needs; advocacy occurs via relationships with stakeholders (e.g., legislators outside the legislature). Invite folks in...	Ongoing in a focused, strategic manner. Have information & data readily available. Be proactive to those who need/want information by having resources available and reflecting the Strategic Plan.	Resources are available through national organizations. Need to make sure these are being communicated to stakeholders (Federal Relations Coordinator, SAM Update, Bulletin, etc.)	Work for the best interest of public education students and align to SAM goals.	Continued collaboration with the education stakeholders in Montana.
2.5 SAM will research structure and staffing necessary to accomplish the advocacy goals.	Through the delegate assembly process, we know the needs and wants of our stakeholders.	Continue to prioritize our legislative needs based on current realities and evolving dynamics.	This is defined in our delegate assembly. The steering committee plays a vital role in the process.	Ethically obligated to listen to all of the member groups.	A unified voice. Continued discussion and collaboration. Call to action.

3. Professional Learning and Services: SAM will extend and expand the professional learning delivery system using the expertise of the SAM affiliate’s, as well as other service providers through professional development, mentorship, and other member services.

Goal 3 Team: Laurie Barron (Reporter), Paul Furthmyre, Chris Stout, Joel Graves, Dale Olinger

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<p>3.1.1 Provide professional development using social media - Montana Ed Chat on Twitter – Professional learning service OR SAM Ed Chat on Twitter – administrators got together once a week – track the number of -- Tuesday from 7-8 -- #MTedchat</p>	<p>Easy relevant non-stressful development.</p> <p>Not keynote driven but topic driven by the participants</p> <p>Fits the technology needs of some users by allowing for asynchronous PD</p> <p>Allows for the distance issue of Montana to be minimized</p> <p>No cost</p>	<p>Audience small as SAMedchat just started</p> <p>Cost effective for members</p> <p>Lack of formal training of members on social media</p>	<p>SAM has the right people to lead this both in a technology sense and learning sense</p> <p>Unlimited capacity</p> <p>Someone is available to monitor the hashtag</p>	<p>No control over the hashtag</p> <p>Educating our members of digital citizenship with regards to social media</p>	<p>Instruction on using social media, specifically Twitter.</p> <p>Advertisement of Topics monthly in Bulletin as well as weekly emails</p> <p>At face-to-face conference, someone is responsible for tweeting using hashtag</p> <p>At face-to-face conference, someone is responsible for hosting a live chat during the conference</p> <p>List of SAM members on Twitter with Twitter handles listed (to share with membership)</p>

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<p>3.1.2 Provide professional development using social media - ED Camp – professional development provided to workshop attendees; defining SAM's role.</p>	<p>Easy relevant non-stressful development.</p> <p>Not keynote driven but topic driven by the participants</p> <p>Quick hit development</p>	<p>Relatively new PD concept for Affiliates</p> <p>Cost effective for members/affiliates/SAM</p> <p>Currently an add-on to affiliate/SAM conferences</p>	<p>SAM has the right people to lead</p>	<p>Cannot “control” individual ideas, opinions, comments that may be considered to represent SAM</p> <p>Possible perception of bias on the part of SAM based on topics submitted and selected</p>	<p>More information on what EDcamp is</p> <p>Make EDcamps a priority at all SAM/Affiliate meetings</p>
<p>3.1.3 Provide professional development using social media - Technology Professional Development – work with SAM members on social media and technology.</p>	<p>Easy relevant non-stressful development.</p> <p>Fits the technology needs of some users by allowing for asynchronous PD</p> <p>Allows for the distant issue of Montana to be minimized</p> <p>Lack of knowledge about different social media opportunities available (Twitter, Voxer, Facebook, Instagram, If Then Than That)</p>	<p>Cost effective for members</p> <p>Lack of formal training of members on social media</p>	<p>SAM has the right people to lead this both in a technology sense and learning sense</p> <p>Unlimited capacity</p>	<p>No control over the hashtag</p> <p>Educating our members of digital citizenship with regards to social media</p>	<p>Instruction on using social media, specifically Twitter.</p> <p>Advertisement of Topics monthly in Bulletin as well as weekly emails</p> <p>At face-to-face conference, someone is responsible for tweeting using hashtag</p> <p>At face-to-face conference, someone is responsible for hosting a live chat during the conference</p>

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3.2.1 Mentorship - Extend the SAM mentor program	Want it to be relevant and providing some quick wins Flexibility with guidance from experts away from local district	Struggles promoting it Having members hold out on the commitment to the program Cost and time prohibited Lack of support from district personnel	Solid educational leader running the program Knowledgeable mentees No participation limit to our members	Do we truly allow access to the program to all members	SAM working closely with district leadership to promote programs Provide data showing that program helps our members stay in current positions
3.2.2 Mentorship - Track the number of new members that participate in the SAM mentor program and other learning opportunities provided by SAM or affiliates	Is it meaningful to participants? Is there survey data on participants' feedback?	Struggles promoting it Having members hold out on the commitment to the program Cost and time prohibited Lack of support from district personnel	Strong capacity		SAM reaching out to district superintendents to garner support for other leaders' active membership and involvement in SAM and affiliates
3.2.3 Mentorship - Continue Needs Assessment Survey of membership to gain insight in satisfaction and needs	Personalized and differentiated opportunities are necessary to meet all needs Sometimes people who need it the most are the most disconnected to mentor opportunities (location, funds, access)	Survey return rates are often lower than needed to make good decisions			Are results shared with appropriate audiences? Consider making mentor assignments an automatic benefit of membership for the first two years of SAM membership (perhaps increase in membership cost for first two years)

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3.3.1 Membership - Maintain stability with membership while administrative positions are cut	Focus on Assistant Principals Some affiliates have scenarios where different employees could fall under one hat (META)	Funding is limited Participation is difficult (leading potential members to question the benefit)		Equitable use of funding spread out among administrators and teachers for membership and professional learning opportunities	Consider offering discount if full District eligible staff join SAM and affiliate at same time (particularly targeting AA and A districts)
3.3.2 Membership - Maintain current services while implementing new social media services	Continue status quo, adding use of social media to SAM information distribution	Ever-changing 'preferred' social media	Low expense		SAM can push info via popular social media outlets (Twitter, Facebook, etc.) Lead by example/create a new norm