



# SUPPORT SYSTEMS

## ORGANIZATIONAL STRUCTURES

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## OVERVIEW

This Extended Learning Guide is designed for your team's use in conjunction with the videos on [taisresources.net](https://taisresources.net) to review current practices, establish baseline information, and plan for continuous improvement. Each guide includes suggestions for discussion, protocols for investigation, and one or more call-to-action activities.

Support Systems are the components represented by the second-most outer ring of the Texas Accountability and Intervention System (TAIS) process diagram and consist of:

- Organizational structure
- Processes and procedures
- Communications
- Capacity and resources

Note that the components of the TAIS framework do not function in isolation. Your team should consider reviewing each component, beginning with the ones that seem most relevant to your current situation.

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## ORGANIZATION

In addition to these Extended Learning Guides, each Support Systems component on [taisresources.net](https://taisresources.net) features an **Expert video** in which a professional with expertise in the subject offers important points to remember and tips for success.

Each component also offers one or more From-the-Field videos highlighting Texas schools that have used the component effectively in their continuous improvement processes. These videos will help your team see and discuss what the component looks and sounds like in action.

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## USING THIS GUIDE

As a principal, superintendent, district leader, teacher leader, or professional service provider, you can use the videos and Learning Guides to provide an ongoing learning experience for teams tasked with implementing continuous school improvement. The Learning Guides provide a framework for using the online videos to promote discussion and improvement.

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## EACH GUIDE INCLUDES

- A component definition, called "Building a Common Understanding"
- Discussion questions covering the expert videos
- Suggested activities to promote reflection, deep thought, discussion, and action planning
- One or more calls to action to help the group move from "knowing" to "doing"

# VIDEO DISCUSSION QUESTIONS

## ORGANIZATIONAL STRUCTURES

### Growing Human Capital—Andy Hargreaves

#### Building a Common Understanding

The organization strategically utilizes internal and external human capital and material resources to meet all needs of a successful learning environment. Expertise is purposefully cultivated and sustained through targeted recruitment, retention, and succession planning.

The purpose of this guide is to support campuses and districts in recognizing how educators are utilized. Watch the video individually or with a team. While you watch, consider how the differing views about the role of the teacher influences our actions. Listen carefully to Hargreaves's explanations of two differing stances on deploying human capital and think of examples of each stance in your school or district.

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## AFTER WATCHING THE VIDEO, DISCUSS AND ANSWER THESE QUESTIONS:

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## NOW, PUT WHAT YOU'VE LEARNED TO WORK:

- How does your campus or district develop and support the professional capital view of teaching? What are our formal policies and procedures? What is our culture? Do we treat employees as interchangeable cogs in a system?
- Describe the process used to help professionals build the skills and competencies to perform their essential job functions well.
- In the Venn diagram below, provide evidence of the business definition of human capital at your campus/district. Then, provide evidence of the professional definition of human capital at your campus/district. Is there any overlap? Discuss how to maximize human capital within your campus/district.

Evidence of the business definition of human capital

Evidence of the professional definition of human capital

