

Organizational Development

By the year 2000, an organizational infrastructure will be created to support and enhance the teaching and learning process.

To ensure that we can reach the DoDEA goals, we must review our organizational structure in light of the Strategic Plan and modify it as required to provide an excellent school program in all locations.

The DoDEA School Improvement Process has resulted in significant movement towards education program support and reform in instructional practices and school management as measured by interviews conducted with focus groups during the 1997 School Improvement Institute.

An evaluation of the DoDEA Site-Based Management (SBM) Pilot by educators, parents, and students using focused interviews and cross-year comparisons indicate that SBM provides:

EDUCATORS:

- Increased support for collaborations and participatory leadership at school level.
- More effective allocation of funds and resources.
- A forum for administrator/teacher collaboration.

PARENTS:

- A vehicle for change in schools; parents also indicated that they consider these changes as good for their children.
- An opportunity to have their concerns and recommendations heard and considered.

STUDENTS:

- Opportunities for leadership training and creative problem solving.
- An increase in student resources and opportunity for involvement in programs beyond Panama (e.g. Jason, Model United Nations).

National recognition programs for excellence in teaching and education, school, and district leadership were expanded to recognize professional achievement and to identify exceptional instructional leaders in DoDEA.

DoDEA conducted a complete physical security review of all overseas schools and Puerto Rico and has implemented appropriate security upgrades at selected locations in coordination with military commands. Security measures include procurement of cell phones for student transportation, physical security upgrades at selected locations, and antiterrorism training for DoDEA and contractor employees.

Staff development in inclusive education was provided to over 500 general and special educators. Based on 1997 special education student data, approximately 33% of students with disabilities receive special education services in integrated general education settings as compared to 20% in 1994.

DDESS conducted compliance monitoring for the provision of inclusive education for all children in 15 schools (11 elementary schools, 3 middle schools, and 1 high school) in 10 DDESS districts.

To create a communications system that shares information with all DoDEA constituents, DoDEA has developed a DoDEA WebSite (<http://www.odedodea.edu>) and distributed the "Spirit of Excellence," the "Review of Minority Achievement in the Pacific Area," the "DoDEA Accountability Report," and the "DoDEA Accountability Profiles" to all DoDEA districts, schools, and communities.

10 Goal