

J A N U A R Y 2 0 1 6

# Husky Sport

Mid-Year Retreat  
January 12<sup>th</sup> & 14<sup>th</sup>

## Retreat Objectives

To prepare for the spring 2016 semester by:

- ❖ Exposing staff to both UConn and Hartford communities and community members
- ❖ Creating opportunities for team building among staff and relationship building in communities through small and large group conversations
- ❖ Providing skill-based workshops that will empower staff to effectively contribute to organization



## GET ACTIVE! CHANGE THE GAME!



While campus was quiet during late December to mid January, it was a busy time for Husky Sport's Professional Development team. We worked together to create a mid-year retreat that would not only address skill-based staff development, but would also allow our Program Leaders to take a step back from their program specific planning to consider the bigger picture. Spending one day in Hartford, and one day at UConn, it is safe to say that the retreat was a huge success! In the following pages, take a closer look at the activities that we participated in, and the fun that was had by our staff!

## Clark School & PBIS

Husky Sport, joined by Clark School Leadership, discussed the implementation of Positive Behavioral Interventions and Supports (PBIS) for Husky Sport programming and Clark school-wide. Clark School and Husky Sport use the PBIS framework as a behavior management tool to provide individualized and school-wide supports in order to encourage a positive school climate. This PBIS session served to help Husky Sport and Clark better collaborate and align efforts to ensure students are receiving the same messages about school climate and culture.



### Takeaways from the Session

#### Strengths of PBIS Programming:

- ❖ Positivity
- ❖ Systems approach

#### Struggles of PBIS Programming:

- ❖ Effective implementation
- ❖ Buy in from adults and older students

#### Better Aligning PBIS Programming:

- ❖ Language alignment i.e. “one mic” “safety net”
- ❖ Set expectations and have many reminders

#### Empowering Staff for PBIS Programming:

- ❖ Specific behavior expectations for students and staff
- ❖ Smaller scale behavior focus - 1 or 2 behaviors to focus on per time period

## Husky Sport Paws Distributed

**Cycle One: 4,987**  
September 28<sup>th</sup> – October 24<sup>th</sup>

**Cycle Two: 4,961**  
October 26<sup>th</sup> – November 21<sup>st</sup>

**Cycle Three: 3,236**  
November 30<sup>th</sup> – December 19<sup>th</sup>  
(Three Weeks Only)

Teacher	# of Program Visits -- Fall 2015	Average Paws Per Class
Butler	22	43
Douglas	22	46
Diaz	22	47
Satchell	22	46
Cruz	22	48
Mullings	22	55
Erickson	22	68
Granado	22	55
McMaster	22	56
Degroff	11	46
Maher	30	33
Simboski	11	35
Wheeler	24	24
Tyson	20	19
Brewer	13	13



## Diversity in Teaching and Learning

A moderated Q&A discussion examining culturally responsive educational practices followed by breakout sessions



### **Dr. Milagros Castillo-Montoya, Assistant Professor, Higher Education and Student Affairs**

Dr. Castillo-Montoya began her career in higher education as an administrator and has 15 years experience in various areas of higher education including higher education policy, academic affairs, and student affairs, and received her Ed.D. in Higher and Postsecondary Education from Teachers College, Columbia University. Her research focuses on equitable experiences and outcomes for traditionally underserved college students and also focuses on the culturally relevant teaching practices that support the learning of racially and ethnically diverse students.



### **Dr. Fernández, Assistant Professor, Department of Educational Leadership**

Dr. Fernández received her Ph.D. in Educational Policy Studies from Indiana University-Bloomington. Her primary research interests include centering, listening to and sharing the educational engagement experiences of Parents of Color, particularly those of Spanish-speaking Latin@ immigrant parents living amid threatening and hostile anti-immigrant environments. Critical Race Theory and Latin@ Critical Race Theory ground her work. Dr. Fernández hopes that the narratives of Latin@ immigrant parents will help highlight how oppressive institutional policies create barriers for authentic engagement within schools.



### **Dr. Erik Hines, Assistant Professor, Counseling Program (School Counseling)**

Dr. Hines received his Ph.D. in Counselor Education (Urban School Counseling) from the University of Maryland. He teaches in the counseling program and prepares graduate students to be professional school counselors. His research interests include college and career readiness of African American males, STEM career exploration for underrepresented students, and parental involvement. Dr. Hines' research has appeared in peer-reviewed journals, such as the *Journal of Counseling and Development*, *Professional School Counseling*, and *The High School Journal*.



### **Dr. Tamika La Salle, Assistant Professor, School Psychology Program**

Dr. La Salle received her Ph.D. in School Psychology from Georgia State University and joined the faculty at UConn in 2013. Prior to joining the faculty, she worked as a special education teacher and a contract school psychologist in Georgia. Her research interests include school improvement, culture, and culturally responsive educational practices. She is beginning to examine the impact of Positive Behavioral Interventions & Supports on perceptions of school climate. Currently, Dr. La Salle is working on the School Reform Research Cluster focusing on issues related to the achievement gap for underserved populations.



## Building a Culture of Health

While the idea behind building a culture of health is not new, the concept has had some help by the Robert Wood Johnson Foundation in rebranding. During our winter retreat, Husky Sport Program Leaders along with partners from Husky Programs teamed up to discuss what it looks like to build a culture of health, and identify ways that we are already involved in this work. The conversation was robust as we challenged ourselves to think about how to truly embrace the creation of a culture of health, and what that would look like. Below find some highlights from our conversation!

**Why is it important to build a culture of health?**  
While individual level intervention is important, in order to see improvement across a population, we need to also examine the systems and structures in place. There is a need to build a culture of health across a community and to include stakeholders across sectors in order for good health to be demonstrated across geographic, demographic and social sectors. If this happens, efficient and equitable healthcare can deliver optimal patient outcomes with more individuals within communities in a position to benefit.

**How do we build a culture of health?**

- Match strategy with culture
- Focus on a few critical shifts in behavior
- Honor the strengths of the existing culture
- Integrate formal and informal interventions
- Monitor and control cultural evolution

As we continue to think about a culture of health, we will continue to challenge ourselves to identify steps that we can take to help create this culture in our professional or personal networks/communities.

**What do you think you can do to contribute to this movement?**



### What does a culture of health mean to us?

- ❖ Access to food that are both affordable and healthy
- ❖ Safe neighborhoods to walk, play and exercise
- ❖ A community where residents, policymakers, educators and civic leaders work together to make a healthy community a priority
- ❖ Efficient affordable healthcare
- ❖ Interest and investment by community members



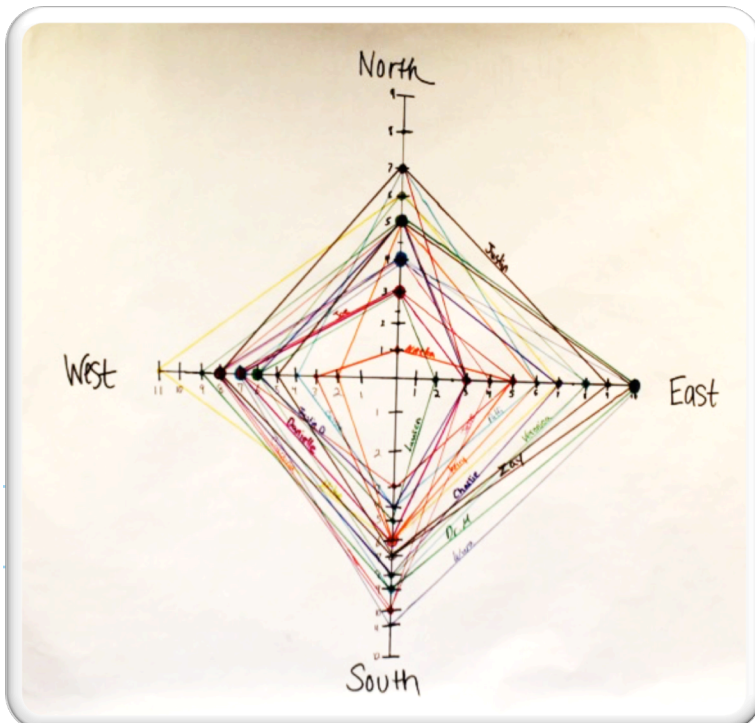


# leadership

passion  
motivation  
dedication  
discipline  
excellence  
drive  
heart

## What Type of Leader Are You?

On the second day of Husky Sport's Winter Retreat the Public Allies facilitated an activity called the Leadership Compass. The Public Allies engaged their fellow Program Leaders in a series of discussions and activities around their individual leadership style(s) and how they relate to the work they do with Husky Sport. This workshop allowed participants to explore four primary work styles, as a tool for self-reflection and leadership growth. It encouraged participants to delve more deeply into their strengths and weaknesses in all four styles in the context of leadership and a working team. The purpose of this exploration was to enable participants to articulate why they work the way they do, as well as identify skills and strengths they would like to enhance. The Public Allies sought to improve team accountability, by pushing people to consider the way in which their style(s) plays out on a team and how each person might become better at changing work styles to balance a team or adapt to a given work situation. Below you will find a diagram of how this years Program Leaders approach their work and grade on the scale.



WINTER 2016



CHANGE THE GAME

Thank you for your  
continued support!  
Please stay connected!

**UConn**  
HUSKY SPORT

@UConnHuskySport

Get Active!

[WWW.HUSKYSPORT.UCONN.EDU](http://WWW.HUSKYSPORT.UCONN.EDU)

Change the Game!



University of Connecticut — Neag School of Education