

Mindful Leadership

Lisa Backer

ECSE Supervisor, Minnesota Dept. of Education

CEELO Fellow: Cohort 1

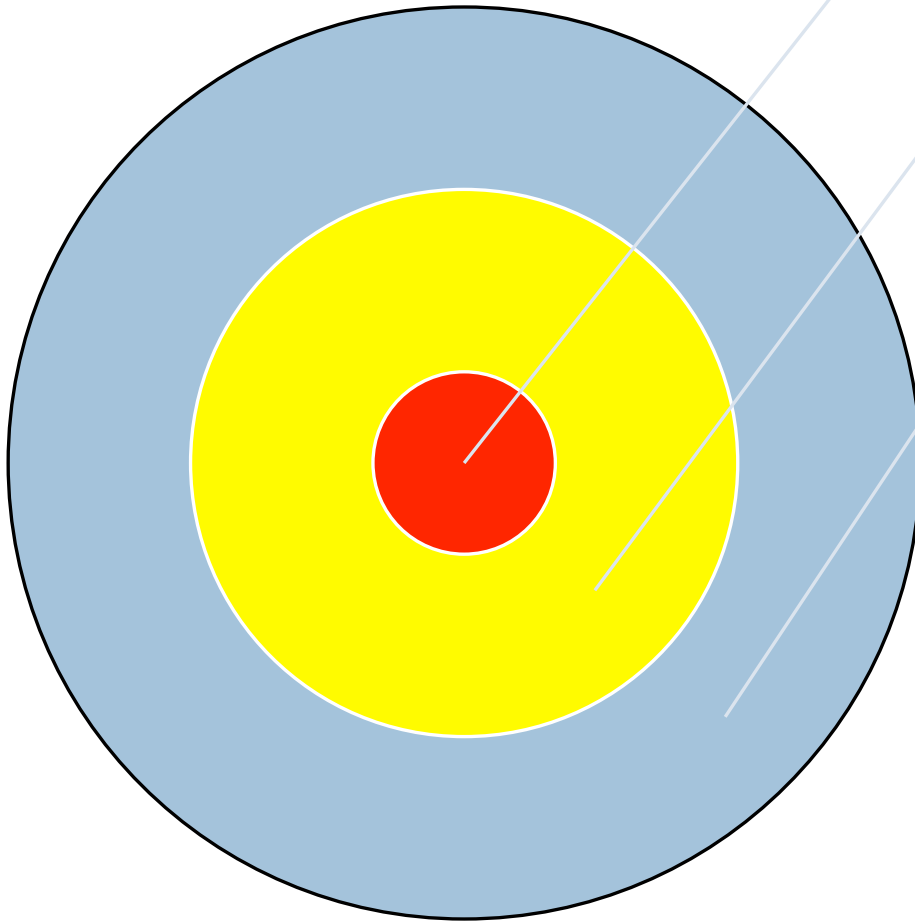
Worry 'bout yourself!

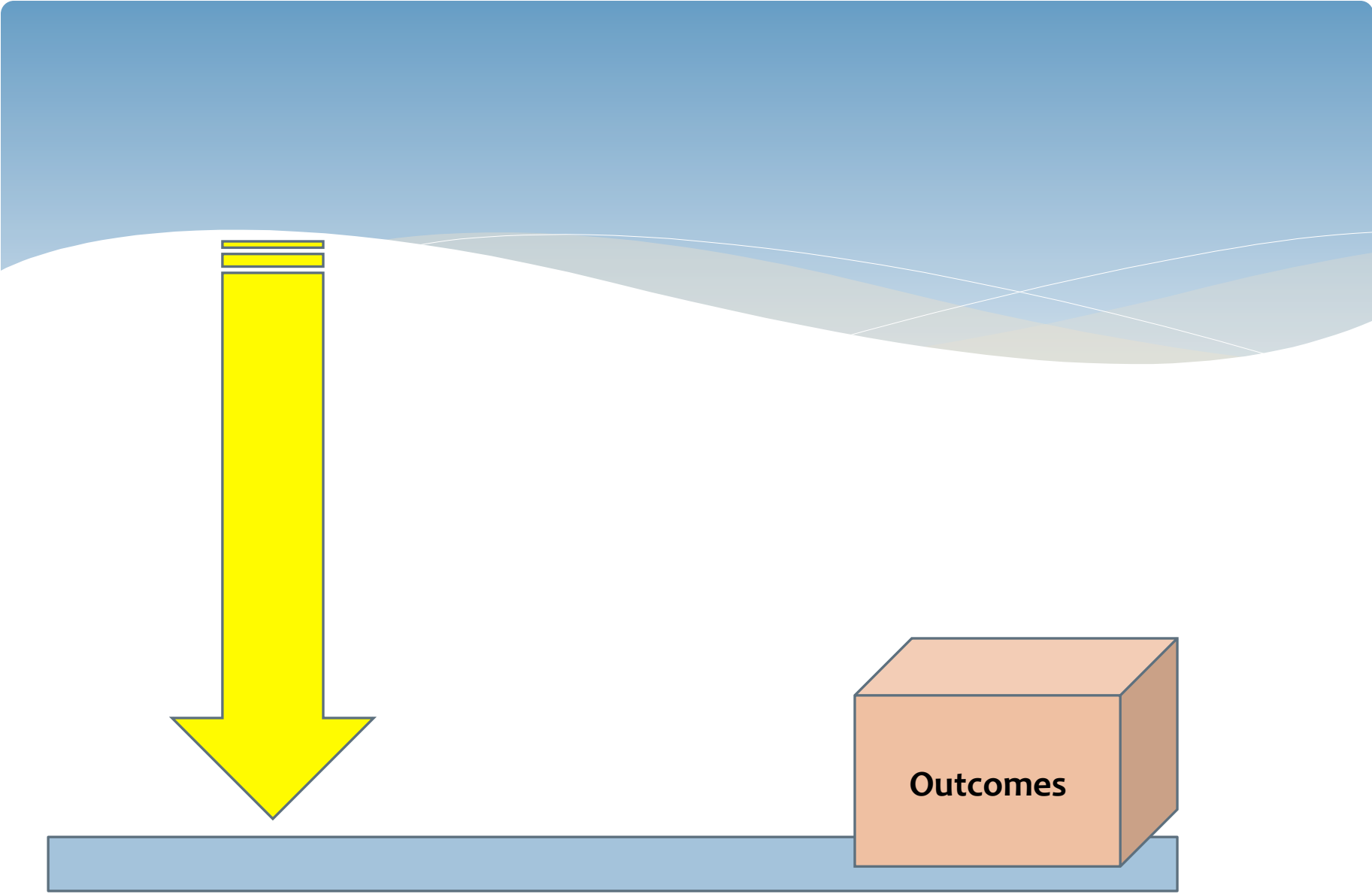


**Why: Increase slope
of developmental
trajectories**

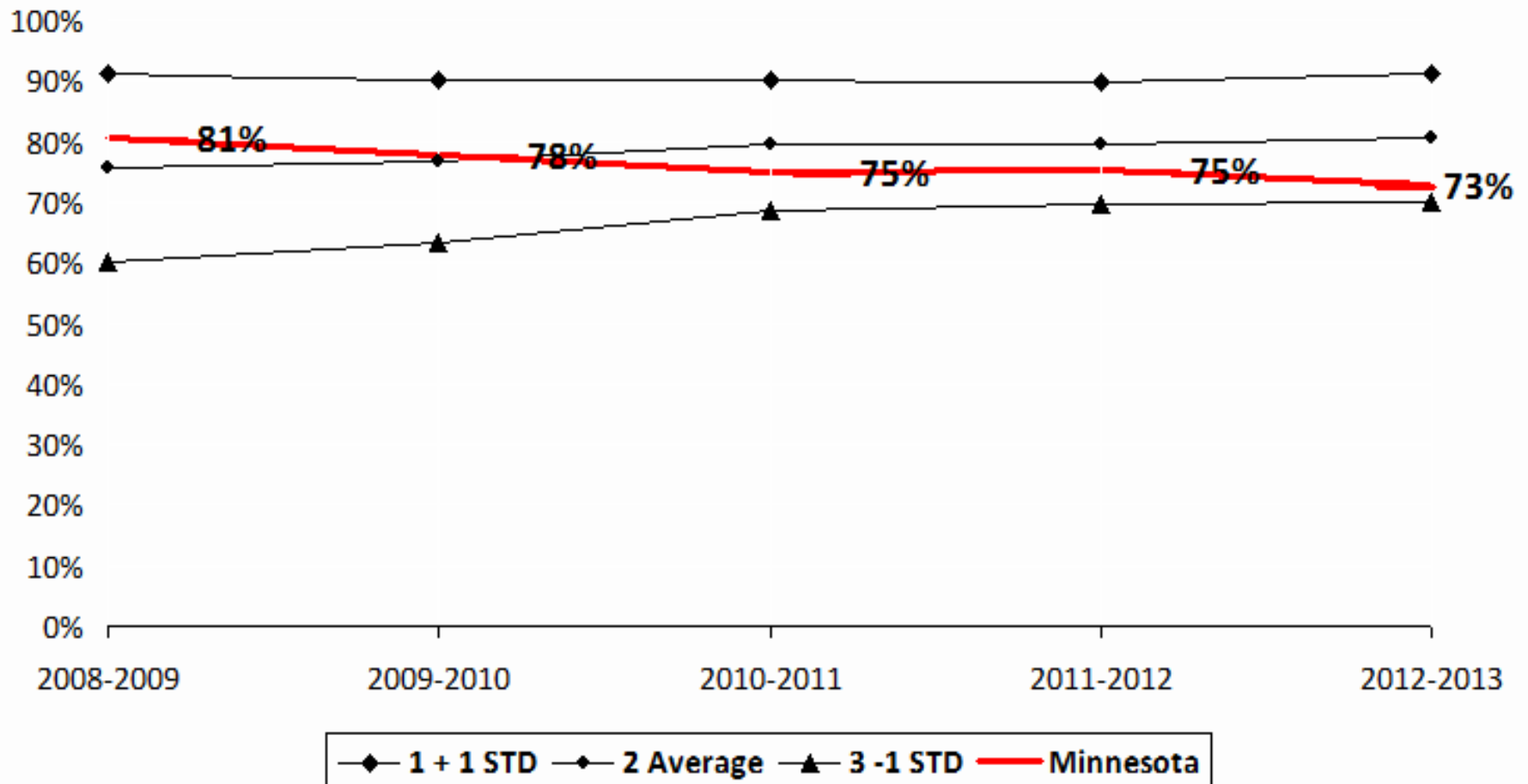
**How: Support
programs to do it right
and do it well!**

**What: Components of
Quality**



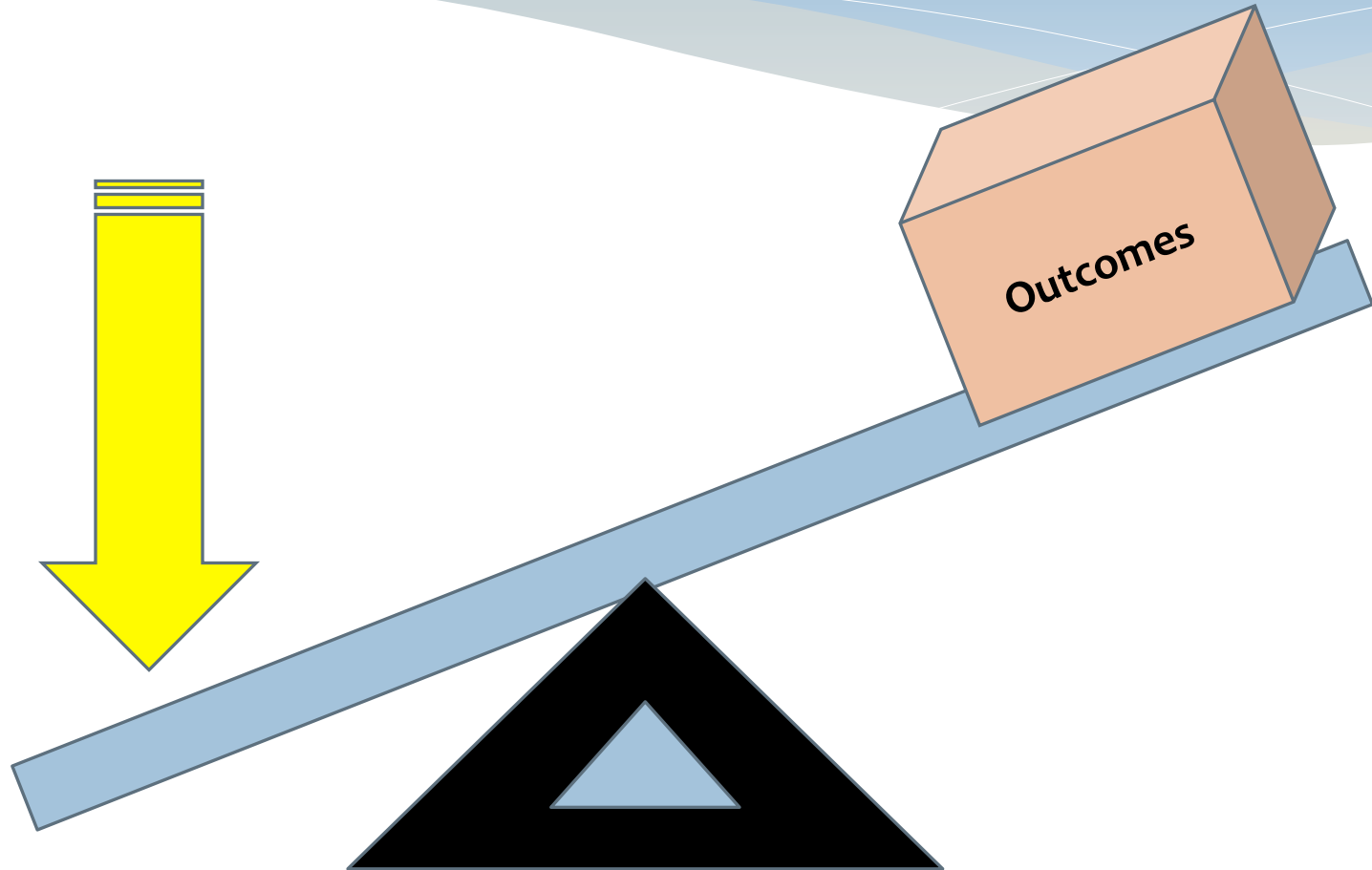


MN Section 619: Outcome 2, Summary Statement 1



Technical Adaptive Assistance

- * National Professional Development Center on Inclusion (NPDCI)
- * NECTAC/ECO
- * TACSEI/Pyramid Model
- * ECPC
- * CEELO
- * NCRRC
- * DEC/ECTA
- * State Implementation and Scaling-up of Evidence-based practices (SISEP)
- * National Implementation Research Network (NIRN)
- * Juliann Woods, Robin McWilliam, Lilian Duran



Fulcrum1

a : prop; *specifically* : the support about which a lever turns
b : one that supplies capability for action



A Bit About Minnesota: Program Level

- * 339 school districts deliver early intervention (EI) and preschool special education services.
- * Small districts may cooperate to provide EI.
- * Teachers/providers work within teams.
- * Types of Leaders:

		Formal Administrative Credential	
		Earned Credential	No Credential
Knowledge of Part C/619	Strong	A	B
	Weak	C	

INSPIRE ACTION Self-Assessment

I	N	S	P	I	R	E	
Identification	Natural or Least Restrictive Environments	Services are Coordinated	Partnership with Families	Intentional Instruction Within Routines	Responsive Interactions and Environment	Effective Technical and Adaptive Leadership	
						Technical	Adaptive
5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1
≤0	≤0	≤0	≤0	≤0	≤0	≤0	≤0

A	C	T	I	ON	
Assessment	Curriculum	Transitions	Intensity	Ongoing data-driven Improvement	
				Collect	Use
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1
≤0	≤0	≤0	≤0	≤0	≤0

Framework Attributes

Twelve core components of quality

- * Definition
- * Rationale for inclusion as a core component grounded in research or regulation or both.
- * Related Annual Performance Report Indicators
- * Self-Assessment based on evidence
 - * Evidence of Quality or Potential Concern
 - * Sources of evidence
 - * Document review
 - * Existing data
 - * Observation, interview, reflection, introspection
 - * Component score of <0 to 5
- * Relationship to legal foundations of EI/ECSE

Exemplar Cluster A Evidence Statements: Identification

A1: Our district has met or exceeded the state targets for indicators C5 and C6 for each of the past three years. *Data Source: Review of Existing Data*

A4: We implement quality practices when a referral is received on behalf of a child who is culturally or linguistically diverse. Practices may include: using interpreters, gathering information through a home language questionnaire, and/or systematically determining the language or languages to use when screening a child to elicit their best performance. *Data Source: Team Reflection*

Exemplar Cluster B Evidence Statements: Identification

B2: We often accept referrals from the Help Me Grow system without first confirming that the child resides in our district. *Data Source: Team Reflection*

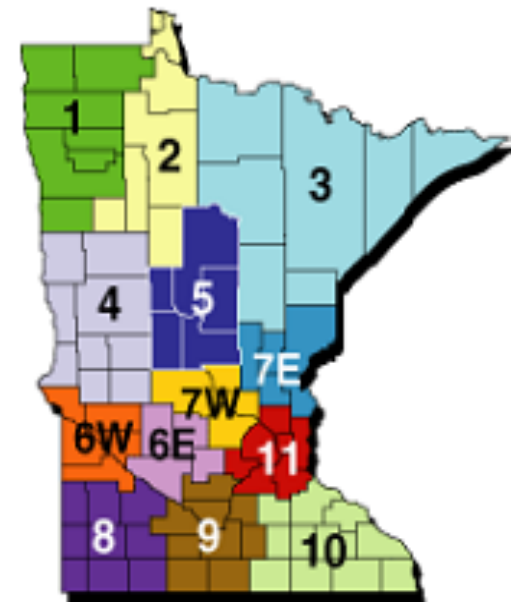
B4: The percent of children initially identified during kindergarten as being a child with a disability in my district exceeds the state rate for initial identification during kindergarten. *Data Source: Review of Existing Data*

Existing Support for Leaders

- * Annual ECSE Leadership Conference
 - * Wednesday noon through Friday noon
 - * Started in 1988
- * Spring ECSE Leadership forum
 - * Single day; face-to-face; “sage on the stage”
 - * First forum held in 2002
- * Monthly leadership calls
 - * 1st Wednesday at 1 PM: “If the siren’s blaring, get on the call
 - * Launched fall of 2013
- * Professional Development Facilitators

Centers of Excellence for Young Children with Disabilities

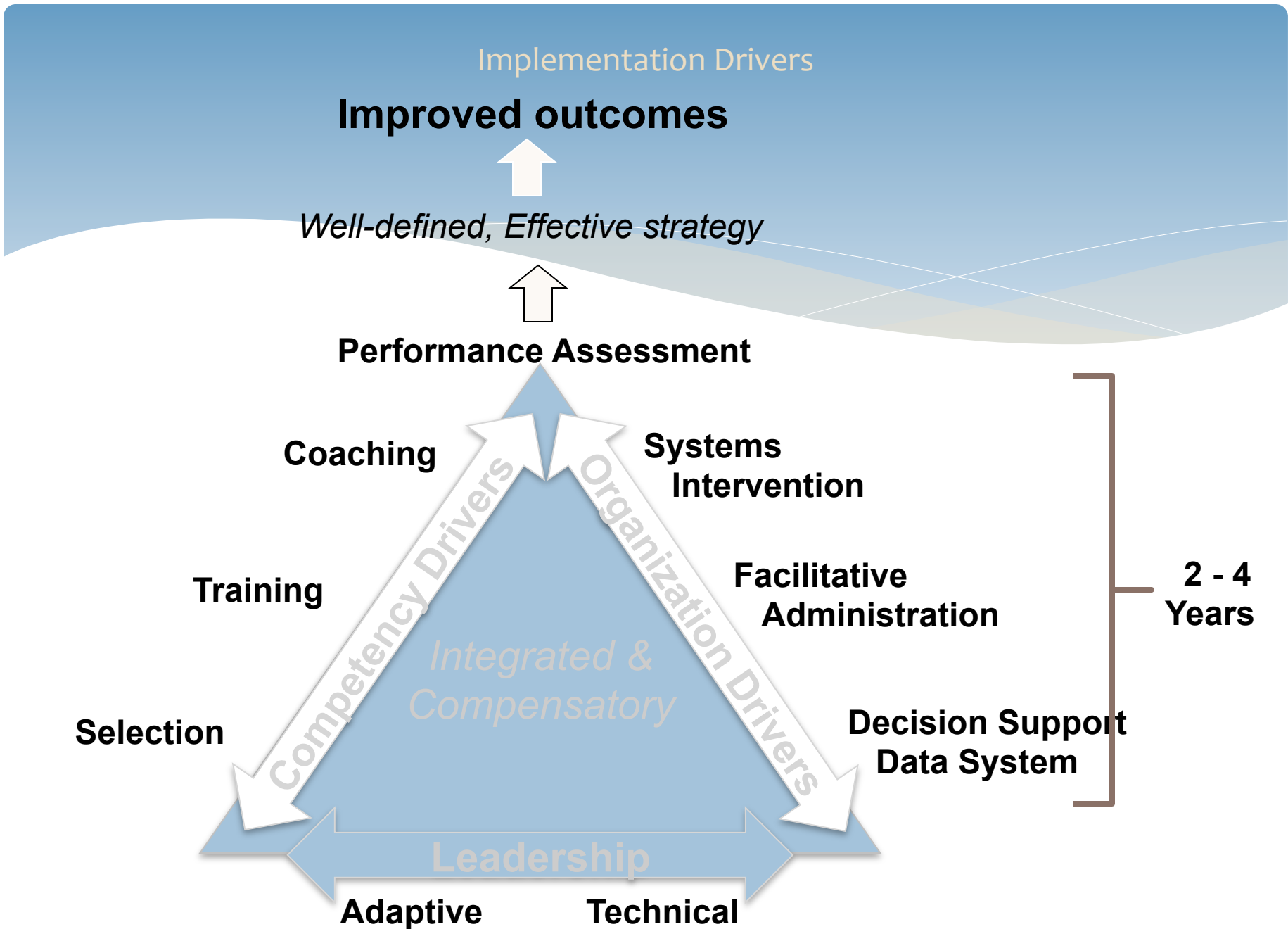
- * 10.0 FTE Professional Development Facilitator (PDF)
- * Role of PDF
 - * Stand beside local leaders
 - * Review results of INSPIRE ACTION
 - * Provide resources to build foundational program quality
 - * Explore useable interventions
 - * Serve as external coach



Centers of Excellence for Young Children with Disabilities

Useable Interventions

- * Pyramid Model, a.k.a. TACSEI (Fox, Dunlap, Smith & Strain)
- * Family-guided Routines-based Intervention (Woods)
- * Classroom Engagement Model (McWilliam)
- * *RP² Reaching Potentials through Recommended Practices

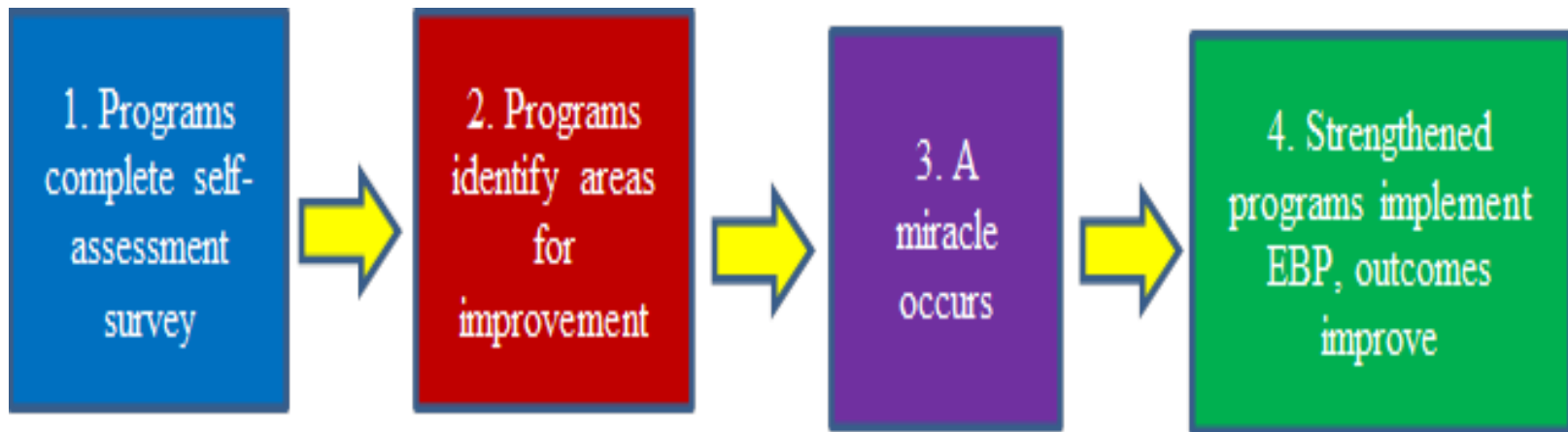


Five Year Financial Partnership

Year of Implementation	Local Program	State
Year 1*	0%	100%
Year 2	20%	80%
Year 3	40%	60%
Year 4	60%	40%
Year 5	80%	20%
Years 6+	100%	0%

***Funding is a \$12,000 Year-1 base plus a per-child amount of \$100 for Part B/619 and \$50 for Part C.**

Unfortunate Theory of Action



Launch of Mindful Leadership

Mindfulness and Effective Change Leadership –
Leading Change Authentically in a World of Complexity

- * Mark Wolak, Ed.D.
- * Application Process
 - * “The positive change I believe must be made in my local program and why. Max of 300 words.
- * Selected 10 local leaders and 10 PDFs
- * June 10-11 at St. John’s University (90 miles NW of Mpls)

Participants will learn or develop

1. A working definition for mindfulness and change leadership practice,
2. A personal approach to mindfulness and just in time learning,
3. Several evidenced-based theories in action for leaders,
4. New theories in action for leadership practice, and
5. Strategies for leadership development and leading change in communities.

Participant Perspectives Upon Exit

Opportunities

- * Make a difference!
- * Improved outcomes!
- * Continuous Improvement/learning
- * Capacity and abilities
- * Healthy professionals
- * Noise decreased
- * Bigger systems change
- * Stronger teams in schools
- * Greater authenticity whole heartedness

Participant Perspectives Upon Exit

Challenges

- * Commitment of time and travel schedules
- * Different expectations within my group
- * Life gets in the way
- * Constantly changing roles
- * Access to knowledge
- * Accountability to goal(s)
- * Lack of team consensus on our goals

Next Steps: Short Term

Continued Support for Cohort 1

- * Scheduled calls
- * Potential for face-to-face aligned with other ECSE events
- * Small fiscal agreement with Dr. Wolak

Next Steps: Long Term

- * Generate an RFP
- * Recruit 2nd Cohort
- * And so on, and so on, and so on.