Mindful Leadership

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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

\[ a : \text{prop}; \text{specifically} : \text{the support about which a lever turns} \]

\[ b : \text{one that supplies capability for action} \]
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:

<table>
<thead>
<tr>
<th>Knowledge of Part C/619</th>
<th>Formal Administrative Credential</th>
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<tbody>
<tr>
<td>Strong</td>
<td>Earned Credential</td>
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## INSPIRE ACTION Self-Assessment

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<tbody>
<tr>
<td>Identification</td>
<td>Natural or Least Restrictive Environments</td>
<td>Services are Coordinated</td>
<td>Partnership with Families</td>
<td>Intentional Instruction Within Routines</td>
<td>Responsive Interactions and Environment</td>
<td>Effective Technical and Adaptive Leadership</td>
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<tbody>
<tr>
<td>Assessment</td>
<td>Curriculum</td>
<td>Transitions</td>
<td>Intensity</td>
<td>Ongoing data-driven improvement</td>
<td>Collect</td>
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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**
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*
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
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
Coaching
Training
Selection
Systems
Intervention
Facilitative Administration
Decision Support Data System
Integrated & Compensatory Leadership
Adaptive, Technical
Performance Assessment
Well-defined, Effective strategy
Improved outcomes
Implementation Drivers
2 - 4 Years
## Five Year Financial Partnership

<table>
<thead>
<tr>
<th>Year of Implementation</th>
<th>Local Program</th>
<th>State</th>
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<tbody>
<tr>
<td>Year 1*</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 2</td>
<td>20%</td>
<td>80%</td>
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<td>Year 3</td>
<td>40%</td>
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<td>Year 4</td>
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<tr>
<td>Year 5</td>
<td>80%</td>
<td>20%</td>
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<tr>
<td>Years 6+</td>
<td>100%</td>
<td>0%</td>
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*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

1. Programs complete self-assessment survey
2. Programs identify areas for improvement
3. A miracle occurs
4. Strengthened programs implement EBP, outcomes improve
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.
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
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 2\textsuperscript{nd} Cohort
* And so on, and so on, and so on.