Anna Severens

CEELO Leadership Academy Fellow

Cohort 2: 2015-2016

Final Project Presentation:

*"Doing the Inclusion Dance
through braiding NOT blending"*

Early Childhood Education Programs Professional
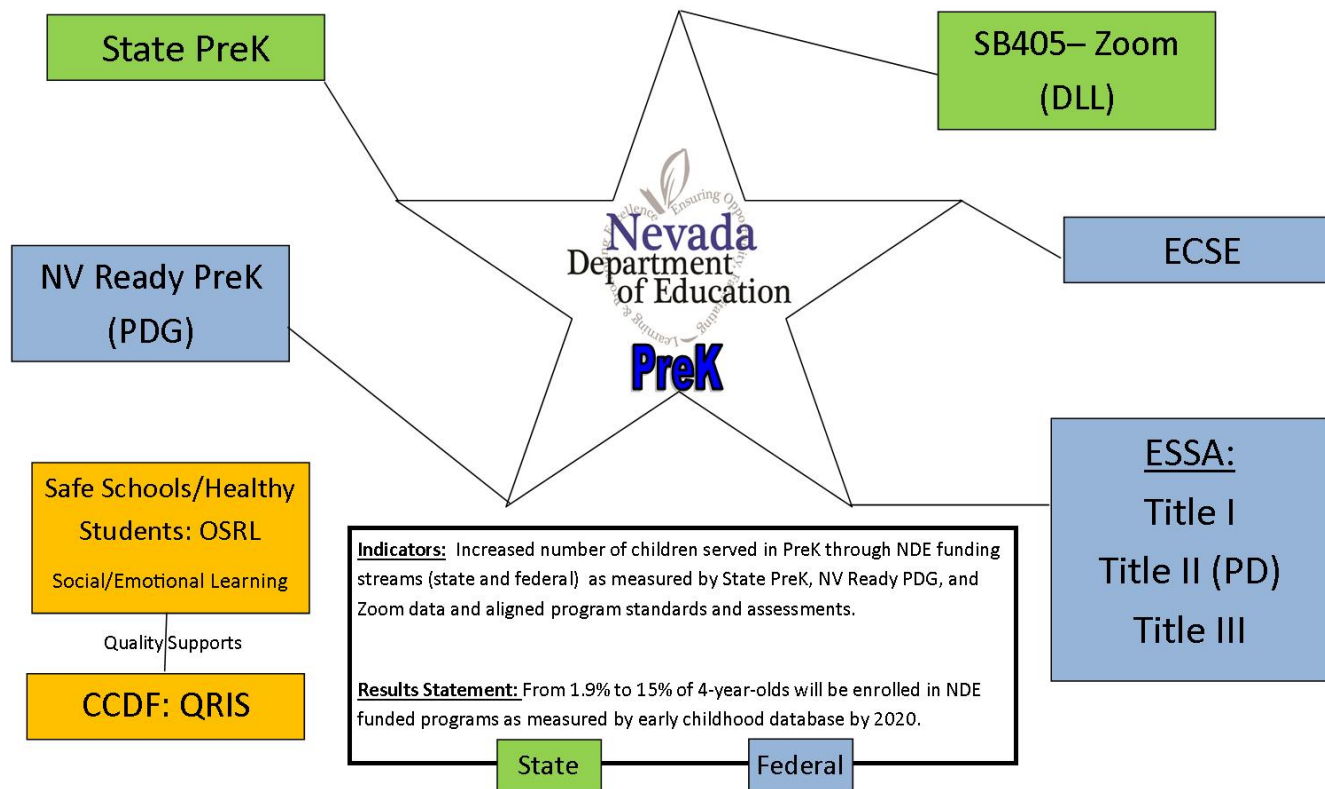
NDE State PreK Administrator

What did you accomplish and how do you know?

- Increased collaboration and desire to do inclusion and "Stages of braiding"

- DRAFT State Guidance document for braiding resources

- Inclusion Dance: https://youtu.be/fW8amMCVAJQ

1)   Leader

2)   First Follower ("Anna-Sherry show"; State PreK/ECSE-PartB-619)

3)   Momentum (District/NDE Director)

4)   Movement (Other districts)

What did you accomplish and how do you know?

What did you learn?

Think different.

- New Tool Box and Network of great colleagues/friends

- Results Based Accountability: Accountability Pathway, HA/HA Grid, 5 easy pieces, Feedback loops, Types and Styles; etc.

- Systems Thinking
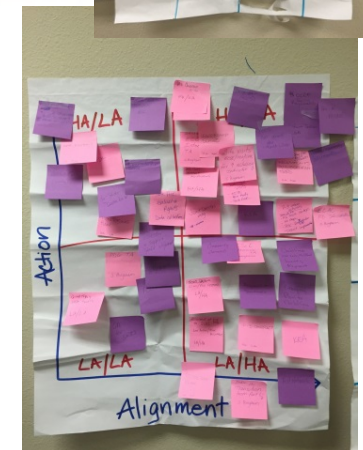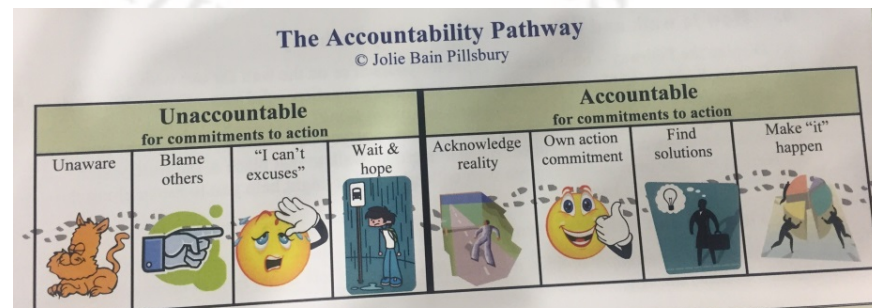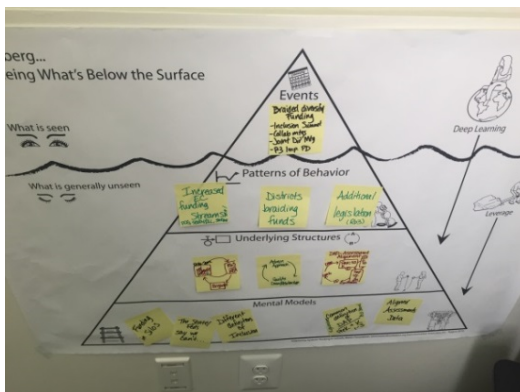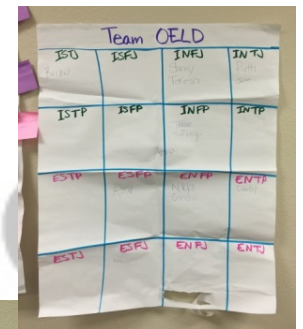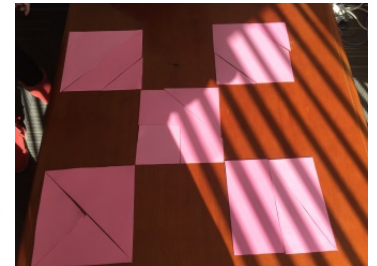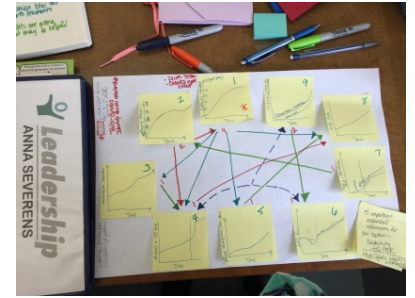
What leadership skills did you develop?

Systems thinking: individual strengths; team strengths; leaders I admire

Impacts of being a CEELO Fellow

- Support, inspiration and continuity in a year of transition and changing leadership
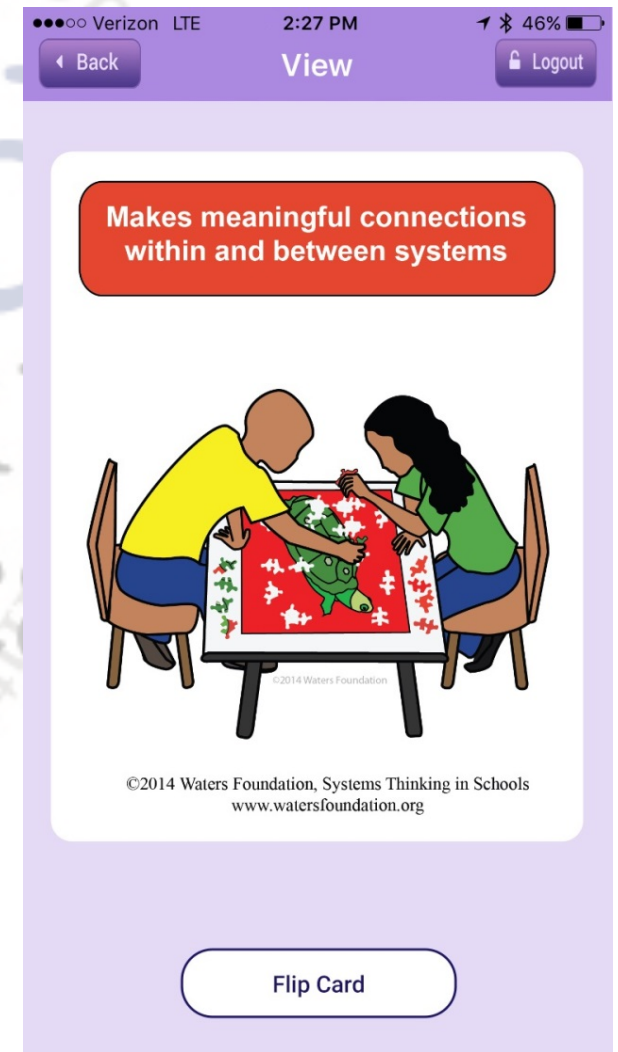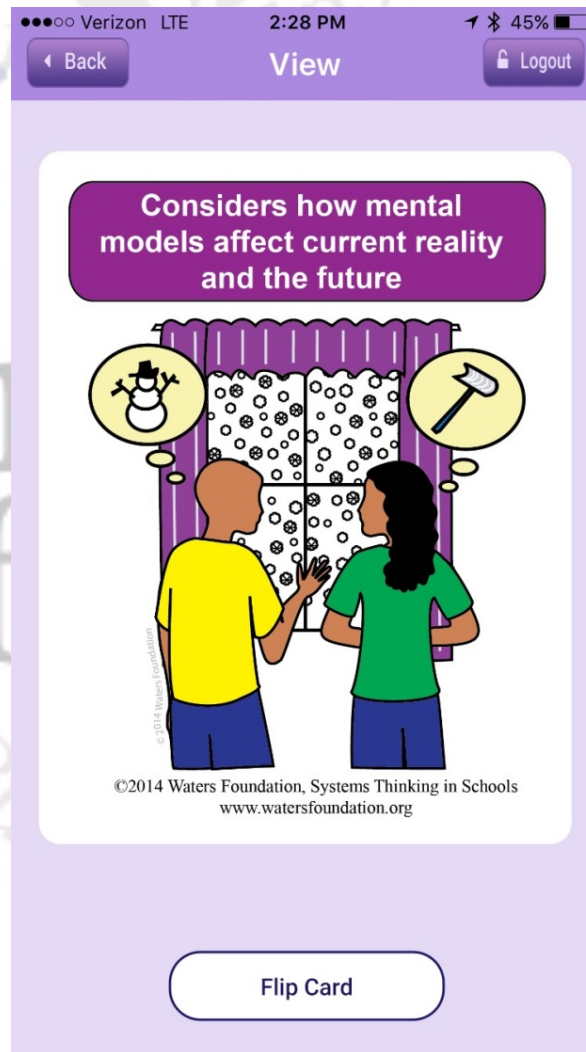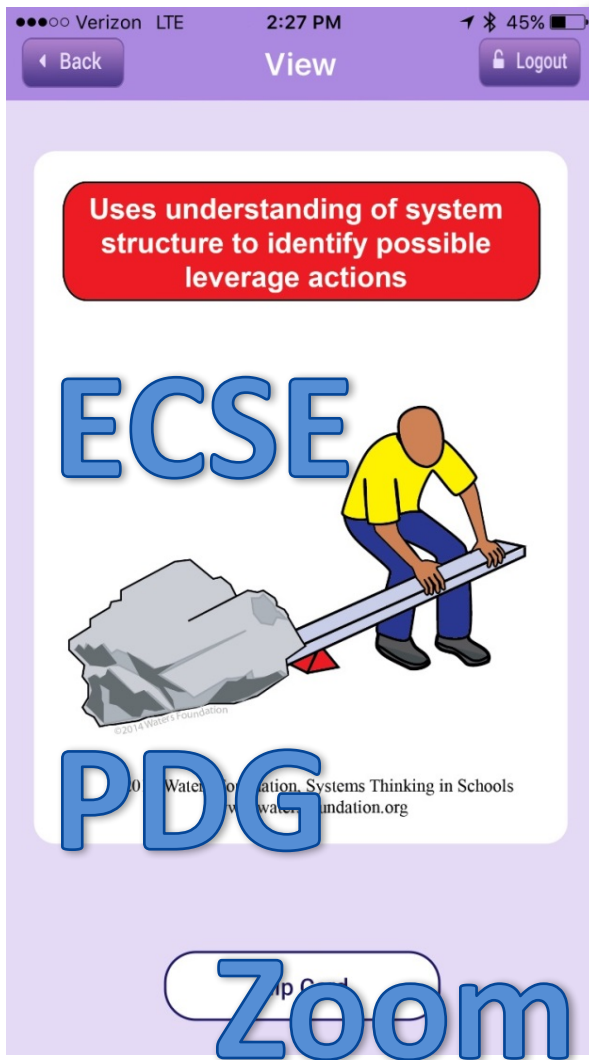- "People don't resist change, they resist loss."
- ACTIONS and Conversations needed/taken: PDG P-3; ECAC activities and strategic planning *(Sometimes progress is slow, but if you continue to do the right thing, progress WILL happen.)*

- Systems Thinking: "Systems are perfectly designed to produce the results you are obtaining."
- "If the system is not getting results we want, how can we change the system?"
- Leadership ACTIONS: Joint Directors' meeting; Inclusion Institute; Braiding funding dance and conversations; P-3 Institute
- "We can't force people to change, we must create the environment they want to change."—Mental model shift

What do you want to/or still need to learn?

- <u>The Systems Thinking Playbook</u> by Sweeney & Meadows

- Keeping the "braiding vs. blending" momentum going... through challenges, barriers, etc.

- Dance On!

Change Your *Perception,* **Change Your** *Reality*

Only two things will change your life: either something *NEW* comes into your life, or something NEW comes out of you. To change how society views education, we must first change how we view ourselves and how we treat each other and the children we serve. It's

What's next for you and/or your project?

- Finalize guidance document & graphic and share with districts and policy makers...Dance on!
- Share and implement NDE PreK Assessment Plan & aligned data collection
- Joint Directors' meeting—ECSE, PDG, State PreK
- P-3 contract work with PDG: P-3 Institute
- Continue to implement systems thinking work/activities with various groups
- Continue to monitor and Check-IN—Status of Indicators, Results Statement, & Performance Measurement Data (Last slides)

Indicators—Review and Check-IN

- Number of children in HQ PreK as measured by State PreK/PDG/Zoom-DLLs data

- Increased number of districts implementing DAP Kindergarten and P-3 reform strategies via PDG and Read by 3rd Grade

Program Results Statement-- Review and Check-IN

- Increased alignment of multiple funding streams via braided funding

- State allocations: **State PreK, Zoom** funding to support DLLs (P-4)

- Federal awards/allocations: **USDOE PDG**, Title I, and ECSE-Part B; 619

Performance Measurement Data for project

How much did we do?

- Increased number of funding streams for PreK and K-3
- Increased number of districts/classrooms braiding funding streams and aligning data collection and program quality

How well did we do it?

- Increased number of inclusion
- Number of classrooms with aligned data and program quality across funding streams

Is anyone better off?

- Increased number of districts implementing DAP K that support the whole child as measured by best practices (i.e. KEA, whole child, etc.)
- Number of children in HQ PreK as measured by ECERS-3/CLASS
- Number of 3rd graders reaching proficiency