BUILDING THE NEXT GENERATION OF INCLUSION LEADERS IN ALABAMA

Alabama First Class Pre-K Annual Conference
Mobile, AL
January 4, 2017

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Center on Enhancing Early Learning Outcomes/National Institute for Early Education Research
Agenda

- Qualities of Great Leaders and Leadership
- Types of Leadership
- Pathways and Pitfalls to Inclusion Leadership
- Building Leadership Within Yourself, Program, and State
- Additional Resources
Agreements for Our Work

- Start on time, end on time or before.
- Be respectful of all people and perspectives.
- Be fully present.
- Listen or share; no side conversations.
- Everyone has the opportunity to speak once before anyone speaks twice.
- Put cell phones on mute or vibrate.
- Observe confidentiality among colleagues.
- Work together as a learning community.
Share Your Path to Leadership

Why is it so hot in here and what am I doing in this handbasket?
The easy part is knowing why we chose this profession.

The hard part is remembering it.
Great Leaders in Our Lives

- Think of a great leader you personally know
  - What makes you admire her/him?
  - Why would you want to join her/him?
  - How do you view yourself as a leader?
  - How do others view you?
Johari Window

Joseph Luft & Harrington Ingham (1955)

- **YOU**
  - Know
  - Don’t Know
  - Public
  - Blind

- **THEM**
  - Know
  - Don’t Know
  - Private
  - Unknown
“It's hard to lead a cavalry charge if you think you look funny on a horse.”

Adlai E. Stevenson II
The State of Inclusion: Alabama 2017

Current State  Desired State
I’ll See It When I Believe It.

Source: Waters Foundation
“Our Kind of People” by Bayeté Ross Smith

Lab Decoy

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Mental Models

Just because you are right, does not mean, I am wrong. You just haven't seen life from my side.
-isms as Mental Models

- Age
- Gender
- Race
- Religion
- Language & Culture
- Disability
- Dress & Appearance
- Other
Leadership or Management?

<table>
<thead>
<tr>
<th>MANAGERS</th>
<th>LEADERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer</td>
<td>Innovate</td>
</tr>
<tr>
<td>Ask how and when</td>
<td>Ask what and why</td>
</tr>
<tr>
<td>Focus on systems</td>
<td>Focus on people</td>
</tr>
<tr>
<td>Do things right</td>
<td>Do the right things</td>
</tr>
<tr>
<td>Maintain</td>
<td>Develop</td>
</tr>
<tr>
<td>Rely on control</td>
<td>Inspire trust</td>
</tr>
<tr>
<td>Have short-term perspective</td>
<td>Have long-term perspective</td>
</tr>
<tr>
<td>Accept the status quo</td>
<td>Challenge the status quo</td>
</tr>
<tr>
<td>Eye the bottom line</td>
<td>Eye the horizon</td>
</tr>
<tr>
<td>Imitate</td>
<td>Originate</td>
</tr>
<tr>
<td>Emulate the classic good soldier</td>
<td>Are their own person</td>
</tr>
<tr>
<td>Copy</td>
<td>Show originality</td>
</tr>
</tbody>
</table>

"Management is doing things right; leadership is doing the right things."

Peter F. Drucker
Situational Leadership

High Motivation/Commitment

High Competence

Low Competence

Low Motivation/Commitment

Coach

Empower/Delegate

Directive

Support

(structure, control, supervise)

(praise, listen, facilitate)

Types of Challenges

- Technical Challenges
  - Know-how currently exists
  - Requires authoritative expertise or standard operating procedures to solve

- Adaptive Challenges
  - Solution not currently available
  - Requires innovation/experimentation, new discoveries, adjustments on multiple levels
  - Risk and courage involved as uncertainty and resistance is encountered
  - Solved by the people experiencing the problem
“The deeper the change and the greater the amount of new learning required, the more resistance there will be and, thus, the greater the danger to those who lead.”
How Do Leaders Emerge?

- Knowledge-base
- Proven accomplishment
- Position or appointment
- Personal/inspirational
- Servant leadership
- Reluctant leadership

Leadership can occur anywhere
John Maxwell (2011). The 5 levels of leadership.
B/ART

Boundaries are inherent in any position or relationship one holds.

Boundaries
Authority
Responsibilities
Tasks
Pitfalls of Leadership

- Confusing title/responsibility with leadership
- Ungrounded skill set
  - Unconscious incompetence
  - Conscious incompetence
  - Conscious competence
  - Unconscious competence
- Isolation
- Uncertainty
- Others
## Steven Covey’s Time Management Matrix

<table>
<thead>
<tr>
<th></th>
<th>Urgent</th>
<th>Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quad I</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>Important</td>
<td>Crisis</td>
<td>Stress</td>
</tr>
<tr>
<td></td>
<td>Pressing Problems</td>
<td>Burn-out</td>
</tr>
<tr>
<td></td>
<td>Deadline Driven</td>
<td>Crisis management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Always putting out fires</td>
</tr>
<tr>
<td><strong>Quad II</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>Important</td>
<td>Prevention, capability improvement</td>
<td>Vision, perspective</td>
</tr>
<tr>
<td></td>
<td>Relationship building</td>
<td>Balance</td>
</tr>
<tr>
<td></td>
<td>Recognizing new opportunities</td>
<td>Discipline</td>
</tr>
<tr>
<td></td>
<td>Planning, recreation</td>
<td>Control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Few crisis</td>
</tr>
<tr>
<td><strong>Quad III</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>Not Important</td>
<td>Interruptions, some callers</td>
<td>Short term focus</td>
</tr>
<tr>
<td></td>
<td>Some email, some reports</td>
<td>Crisis management</td>
</tr>
<tr>
<td></td>
<td>Some meetings</td>
<td>Reputation – chameleon character</td>
</tr>
<tr>
<td></td>
<td>Proximate, pressing matters</td>
<td>See goals/ plans as worthless</td>
</tr>
<tr>
<td></td>
<td>Popular activities</td>
<td>Feel victimized, out of control</td>
</tr>
<tr>
<td><strong>Quad IV</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Results</strong></td>
</tr>
<tr>
<td>Not Important</td>
<td>Trivia, busy work</td>
<td>Total irresponsibility</td>
</tr>
<tr>
<td></td>
<td>Some email</td>
<td>Fired from jobs</td>
</tr>
<tr>
<td></td>
<td>Personal social media</td>
<td>Dependent on others or institutions for basics</td>
</tr>
<tr>
<td></td>
<td>Some phone calls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time wasters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pleasant activities</td>
<td></td>
</tr>
</tbody>
</table>

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POLICY STATEMENT ON
INCLUSION OF CHILDREN WITH DISABILITIES IN
EARLY CHILDHOOD PROGRAMS
September 14, 2015

PURPOSE

The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.¹

- Setting an expectation for high-quality inclusion in early childhood programs;

- Increasing public understanding of the science that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs;

- Highlighting the legal foundations supporting inclusion in high-quality early childhood programs;

- Providing recommendations to States, LEAs, schools, and early childhood programs for increasing inclusive early learning opportunities for all children; and

- Identifying free resources for States, programs, early childhood personnel, and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs.
Leadership in Early Intervention and Early Childhood Special Education

- the EI/ECSE field should **purposefully build and sustain leadership** capital across all aspects of practice
- leadership in EI/ECSE is a process that involves **mutual influence and shared responsibility**
- the EI/ECSE field should **conduct research to collect evidence** about the construct and demonstration of leadership skills across EI/ECSE service systems.

CEC/DEC Position Statement (2015)
DEC Recommended Leadership Practices

Leaders:

• create a **culture** and a **climate** in which practitioners feel a sense of belonging and want to support the organization’s mission and goals

• develop and implement policies, structures, and practices that promote **shared decision making** with practitioners and families

• establish **partnerships** across levels to create coordinated and inclusive systems of services and supports

• ensure practitioners have needed **knowledge and skills**

• ensure practitioners know and follow **professional standards, laws and regulations**

• **collaborate** with stakeholders and others

http://www.dec-spied.org/recommendedpractices
ISLLC National Standards

- A Vision of Learning
- School, Community and Teaching and Learning
- Managing School Operations
- Building Effective Interpersonal Relationships
- Leading with Integrity
- Understanding the Context

Interstate School Leaders Licensure Consortium (2016)
Ingredients for Improvement

Ingredients for Improvement

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA = IMPROVEMENT

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA = CONFUSION

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA = ANXIETY

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA = SLOW CHANGE

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA = FRUSTRATION

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA = FALSE STARTS/TREADMILL

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA = FALSE BELIEFS/BAD DECISIONS

Acting Strategically

“We have the perfect system to produce the results we currently have.”
- Steven Tozier at 2015 CEELO National Roundtable

Results-Based Accountability: a disciplined way of thinking and taking action to “bend the curve” and improve the lives of children, families and the community.
Results-Based Accountability

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>QUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Much We Do</strong></td>
<td><strong>How Well We Do It</strong></td>
</tr>
<tr>
<td>How much service did we deliver?</td>
<td>How well did we do it?</td>
</tr>
<tr>
<td># Customers served</td>
<td>% Services/activities performed well</td>
</tr>
<tr>
<td># Services/Activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EFFECT</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is Anyone Better Off?</strong></td>
<td></td>
</tr>
<tr>
<td>What quantity/quality of change for the better did we produce?</td>
<td></td>
</tr>
<tr>
<td>#/% with improvement in:</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
</tr>
<tr>
<td>Circumstances</td>
<td></td>
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</tbody>
</table>
The State of Inclusion: Alabama 2017

Current State  Desired State

Every child in Alabama will reach her or his full potential to be successful, fulfilled, and contribute positively as a community citizen.

• What will it take?
• Who will provide what for whom and how?
• How will you know if you’re making progress? When you’ve succeeded?
• What role will YOU play to make Alabama a full-inclusion state?
Habits for Leadership

- Be proactive
- Begin with the end in mind
- Put first things first
- Think win-win
- Seek first to understand, then to be understood
- Synergize
- Sharpen the saw

Questions, Thoughts, Breakthroughs?
Leadership is the art of creating greatness in other people.
Leadership is . . .

Taking ownership
Engagement
Persistence
Inspiration
Concluding Thought

This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being a force of nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.

I am of the opinion that my life belongs to the whole community, and as long as I live it is my privilege to do for it whatever I can.

I want to be thoroughly used up when I die, for the harder I work the more I live. I rejoice in life for its own sake. Life is no "brief candle” for me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.

George Bernard Shaw- Man and Superman (1903)
Resources

Mental Model
https://www.youtube.com/watch?v=F-TyPfYMDK8

https://www.youtube.com/watch?v=GPeeZ6viNgY
Lead India

Dance Follower
https://www.youtube.com/watch?v=fW8amMCVAJQ

Southern Leadership
https://www.youtube.com/watch?v=SA7bKo4HRTg&list=RDSA7bKo4HRTg&index=1
