If you didn’t have the job you have now, what would you LOVE to do?
“Too late for second-guessing. Too late to go back to sleep. It’s time to trust my instincts. Close my eyes, and leap.”
3 and 4 year olds Meeting/Exceeding WHEs on GOLD-SPRING 2018

- Social-Emotional: 55% (No IEPs, N=31327), 94% (IEPs, N=3086)
- Physical: 75% (IEPs, N=3086)
- Language: 42% (No IEPs, N=31327), 94% (IEPs, N=3086)
- Cognitive: 52% (IEPs, N=3086)
- Literacy: 55% (IEPs, N=3086)
- Math: 50% (IEPs, N=3086), 90% (No IEPs, N=31327)

My Job-Embedded Project
Desired Results:

1. Preschool children with disabilities will make progress and close the gap with their peers while attending inclusive preschool classrooms.
2. Preschool teachers will feel confident and competent in providing high-quality specially designed instruction (SDI) in inclusive preschool classrooms.
3. The state’s system for PD and support will ensure teachers are receiving the learning and coaching needed to achieve the first two results.
My Job-Embedded Project

Statewide Scale-Up!

Technical Change

Adaptive Change

TRAINING
Monthly, in-person & virtual

COACHING
2x/month minimum

SDI ACTION PLAN
ongoing

FIDELITY MEASURES
SDI FIT, Practice Profiles

TEACHER CHANGE IN PRACTICES!
“Past the point of no return”

My Job-Embedded Project

2018-19 Actions

- Finalize the training and coaching materials and deliver through usability testing to 3 cohorts of teachers and coaches
- Develop and test implementation fidelity measures
- Expand potential pool of trainers/coaches through increased capacity building of AEA (regional) staff
- Develop online modules to support learning across the state
- Integrate the training and coaching into the PK-12 system of differentiated accountability
Technical vs. Adaptive

I prefer technical change...it’s easy, I can cross it off the list, and I feel productive when it’s accomplished!

But the adaptive change is where I know I am being stretched, challenged, pushed to grow...and the ripple effect of adaptive change is far more rewarding than my crossed-off list!
Leading From the Middle

While I have access to resources and state agency staff who can help move my work forward, I do not always have direct lines to the decision-makers in the field … I work from the middle and try to lead and influence from the perspective of my colleagues at the regional and local levels.

Leadership Skills I Developed
Habits of Systems Thinking

Uses understanding of system structure to identify possible leverage actions.

Considers how mental models affect current reality and the future.

Makes meaningful connections within and between systems.

Leadership Skills I Developed
Mental Models

There is power in understanding how others view group work...balanced work teams are efficient and effective.

Mental models and the ladder of inference are hard to change...both mine and others’...but self-awareness is 99% of the battle!

“I am the one thing in life I can control.”
Results-Based Accountability

I now always try to start with the data...creates buy-in, gives a clear direction, and provides objective ways to look at progress.

The factor analysis of the data is almost more important than the data itself...your next steps become more clear once you have examined the story behind the data.

"525,600 minutes, How do you measure, measure a year?"
“Look, a new day has begun…”

Sometimes a personal failure leads to bigger success

Managing sideways-communication is essential

Becoming more aware of who I am as a PERSON affects how I take up my ROLES and the boundaries of my role are often determined by the SYSTEM I am working in
● Shift towards integration of grant work to broader state system (job-embedded project)
● Continue learning and sharing about leadership-Iowa Dept. of Ed., Early Childhood Iowa
● Explore ways to collaborate with colleagues in applying systems thinking to our work

"Kiss today goodbye and point me toward tomorrow."

What comes next?
"I know things now, many valuable things, that I hadn’t known before."

Thank you CEELO and Friends!