

RISE & SHINE

RESILIENT~**I**NNOVATIVE~**S**ELF-MOTIVATED~**E**THICAL



DR. GINA R. SCALA

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

SPECIAL EDUCATION LEADERSHIP ACADEMY

JULY 2019

BEDFORD SPRINGS

CEC KNOWLEDGE & SKILLS

- STANDARD 1 ASSESSMENT
- STANDARD 2 CURRICULAR CONTENT KNOWLEDGE
- STANDARD 3 PROGRAM, SERVICES, & OUTCOMES
- STANDARD 4 RESEARCH & INQUIRY
- **STANDARD 5 LEADERSHIP & POLICY**
- STANDARD 6 PROFESSIONAL & ETHICAL PRACTICE
- STANDARD 7 COLLABORATION



FROM MY CHINESE FORTUNE COOKIE

LEADERS ARE LIKE EAGLES,

THEY DON'T FLOCK...

YOU FIND THEM ONE AT A TIME!





JUST REMEMBER...

LEA DOES NOT STAND FOR

LEAST

EXPERIENCED

ADMINISTRATOR







GALLUP'S EDUCATION PUBLIC OPINION POLL
DR. SHANE PRUITT
CONSULTANT~ EDUCATION RESEARCH AT GALLUP

GALLUP PROVIDES EDUCATION LEADERS WITH EXTREMELY
VALIDATED RESEARCH AND ACCOUNTABILITY TO HELP WITH
THEIR MOST PRESSING CONCERNS AND STRATEGIC PRIORITIES
HELPING TO CREATE EXCEPTIONAL SCHOOLS ONE STUDENT AT
A TIME.

GALLUP



WHEN ASKED...SUPERINTENDENTS SAID...

80% OF SUPERINTENDENTS SAY THEIR STATE IS INVESTING TOO LITTLE IN EARLY CHILDHOOD & EDUCATION PROGRAMS, ONLY 15% FEEL ENOUGH IS INVESTED, 2% TOO MUCH IS INVESTED

BASED ON A SCALE...16% OF SUPERINTENDENTS STRONGLY AGREE IN THEIR STATE MOST CHILDREN ARE PREPARED TO BE SUCCESSFUL IN SCHOOL WHEN THEY START KINDERGARTEN...29% ADEQUATE PREPARATION, 53% STRONGLY DISAGREE...ARE NOT PREPARED

HOW DOES THIS IMPACT YOU?

GALLUP

CHALLENGES TO DISTRICT... ACCORDING TO SUPERINTENDENTS...

- RECRUIT & RETAIN TEACHERS
- EFFECT OF POVERTY ON STUDENT LEARNING
- IMPROVE ACADEMIC PERFORMANCE OF UNDERPREPARED STUDENTS

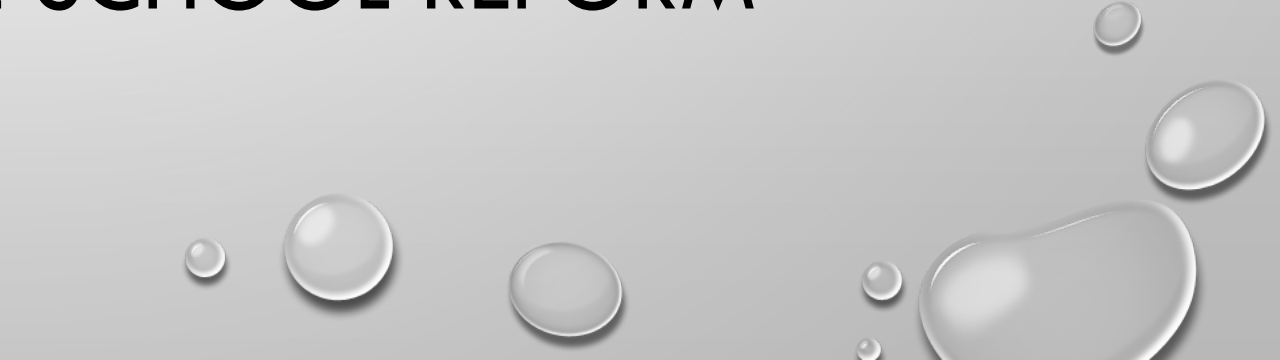
GALLUP

NOW...SPECIAL EDUCATION????????????



THINK ABOUT THIS...

SPECIAL EDUCATION PRESENT'S
ONE OF THE MAJOR CHALLENGES
FACING SCHOOL LEADERS
IN THIS ERA OF
COMPREHENSIVE SCHOOL REFORM





CAN YOU IMAGINE?

64% OF AMERICANS SAY CHILDREN
WITH INTELLECTUAL DISABILITIES
SHOULD ATTEND A SPECIAL SCHOOL
DESIGNED FOR THAT PURPOSE

GALLUP





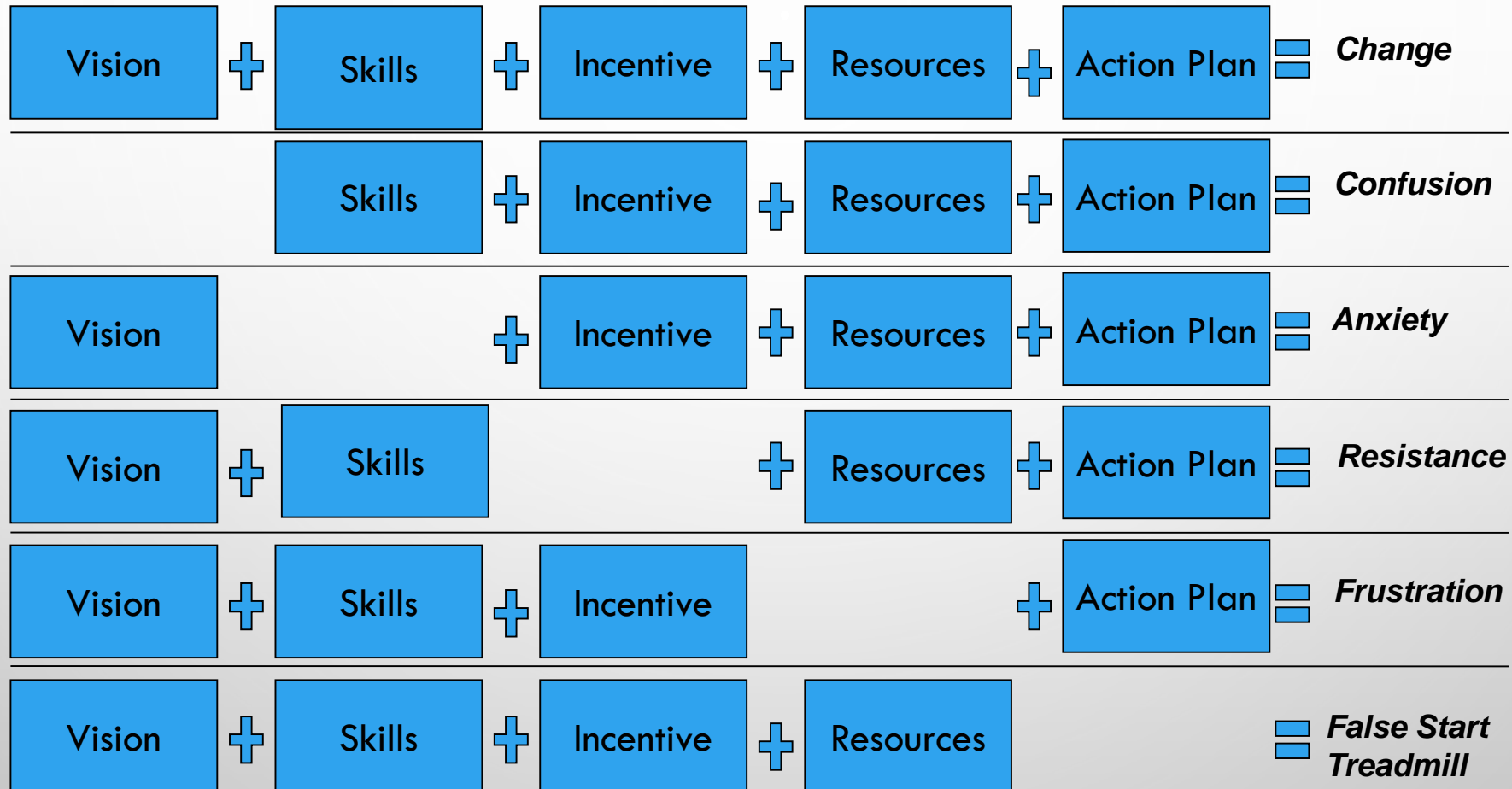
AND THEN IT WAS SAID...

...WILL ISSUE GUIDANCE THAT GENERAL
EDUCATION IS **NOT** THE PREFERRED
SETTING...

WHO WOULD SAY THIS?



MANAGING COMPLEX CHANGE



The preceding matrix was presented in a chapter titled *A Framework for Thinking About Systems Change* by Timothy P. Knoster, Richard A. Villa, and Jacqueline S. Thousand, that appeared in *Restructuring for Caring and Effective Education, Piecing the Puzzle Together*. It was adapted from the work of Ambrose in *Managing Complex Change*.

BRAIN PROCESS...

- TYPICAL:

OBSERVE-INPUT-INTERPRET-PROCESS-EVALUATE OPTIONS-PLAN-ACT

- ALARM SYSTEM SENDS US DOWN THE "EXPRESS ROAD":

OBSERVE-INTERPRET-REACT [FIGHT~FLIGHT~FREEZE]-ACT

NO PROCESS-NO EVALUATE OPTIONS-NO PLAN

- WITH REPEATED STRESS, THE ALARM SYSTEM "EXPRESS ROAD" BECOMES THE MAIN ROAD:

OBSERVE [ALARM SYSTEM] ACT

SOME CONTENT ADAPTED FROM TRAUMA SENSITIVE SCHOOLS TRAINING

NATIONAL CENTER FOR SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS (NCSSLE)

LEADING BY CONVENING - 4 SIMPLE QUESTIONS

1. WHO CARES ABOUT THIS ISSUE AND WHY?
2. WHAT WORK IS ALREADY UNDERWAY
SEPARATELY?
3. WHAT SHARED WORK COULD UNITE US?
4. HOW CAN WE DEEPEN OUR CONNECTIONS?

LEADING BY CONVENING, 2014

FOUR LEVELS OF INTERACTION

- **INFORMING**

- SHARING OR DISSEMINATING INFORMATION WITH OTHERS WHO CARE ABOUT THE ISSUE.

- **NETWORKING**

- ASKING OTHERS WHAT THEY THINK ABOUT THIS ISSUE AND LISTENING TO WHAT THEY SAY.

- **COLLABORATING**

- ENGAGING PEOPLE IN TRYING TO DO SOMETHING OF VALUE AND WORKING TOGETHER AROUND THE ISSUE.

- **TRANSFORMING**

- DOING THINGS THE PARTNERSHIP WAY (LEADING BY CONVENING, CROSS-STAKEHOLDER ENGAGEMENT, SHARED LEADERSHIP, CONSENSUS BUILDING).

LEADING BY CONVENING, 2014

SUSTAINABILITY

- OUTSIDERS & INSIDERS MUST BE INVOLVED IN CHANGE EFFORTS.
- POWER RELATIONSHIPS MUST SHIFT.
- WORKING & LEARNING CONDITIONS MUST CHANGE.

SARASON, S. 1991

High-Leverage Practices in Special Education

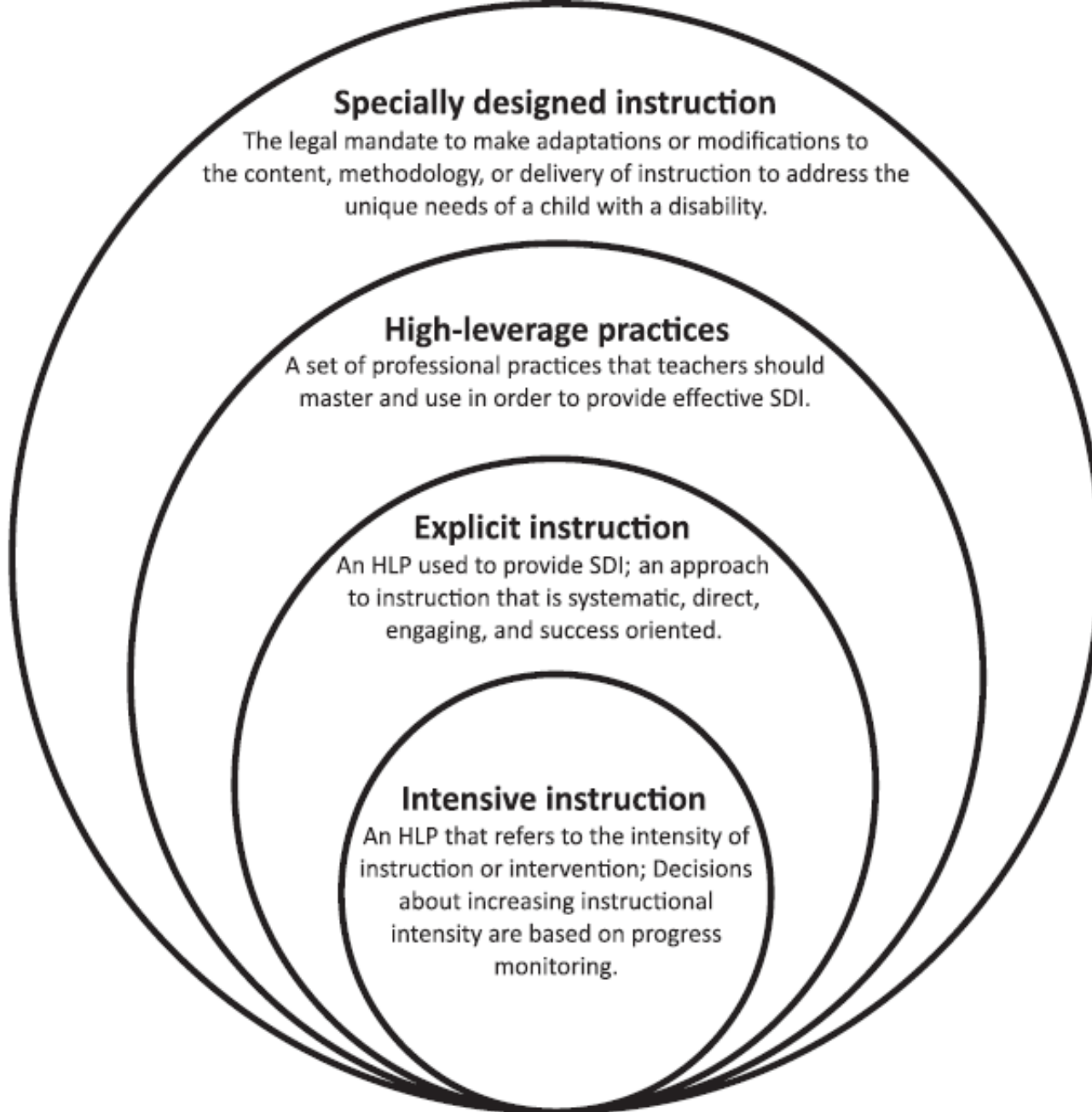
High-Leverage Practices in Special Education defines the activities that all special educators need to be able to use in their classrooms, from Day One.

HLPs are organized around four aspects of practice:

- Collaboration
- Assessment
- Social/emotional/behavioral practices
- Instruction

The HLP Writing Team is a collaborative effort of the Council for Exceptional Children, its Teacher Education Division, and the CEEDAR Center; its members include practitioners, scholars, researchers, teacher preparation faculty, and education advocates.

[High Leverage Practices](#)



How do we
work
together
?

WHY IS THIS IMPORTANT?

- TEACHER RETENTION

- APPROXIMATELY 13% OF PUBLIC SCHOOL TEACHERS EITHER MOVE OR LEAVE THE PROFESSION EACH SCHOOL YEAR (US DEPT. OF ED., 2010)
- THE PERCENTAGE OF NEW TEACHERS LEAVING THE PROFESSION AFTER 5 YEARS IS NEARLY 50%. (INGERSOLL, MERRILL & STUCKEY, 2014)

- TEACHER SATISFACTION

- “TEACHER SATISFACTION HAS DECLINED 23 PERCENTAGE POINTS SINCE 2008, FROM 62% TO 39% VERY SATISFIED, INCLUDING FIVE PERCENTAGE POINTS SINCE LAST YEAR, TO THE LOWEST LEVEL IN 25 YEARS.”
- “LESS SATISFIED TEACHERS ARE MORE LIKELY TO BE LOCATED IN SCHOOLS THAT HAD DECLINES IN PROFESSIONAL DEVELOPMENT (21% VS. 14%) AND IN TIME FOR COLLABORATION WITH OTHER TEACHERS (29% VS. 16%) IN THE LAST 12 MONTHS.”

(THE METLIFE SURVEY OF THE AMERICAN TEACHER, PG. 6., 2012)

WHY IS THIS IMPORTANT? (CONTINUED)

- *“...IT IS THE SOCIAL CONDITIONS—THE SCHOOL’S CULTURE, THE PRINCIPAL’S LEADERSHIP, AND RELATIONSHIPS AMONG COLLEAGUES—THAT PREDOMINATE IN PREDICTING TEACHERS’ JOB SATISFACTION AND CAREER PLANS. MORE IMPORTANT, PROVIDING A SUPPORTIVE CONTEXT IN WHICH TEACHERS CAN WORK APPEARS TO CONTRIBUTE TO IMPROVED STUDENT ACHIEVEMENT. WE FOUND THAT FAVORABLE CONDITIONS OF WORK PREDICT HIGHER RATES OF STUDENT ACADEMIC GROWTH, EVEN WHEN WE COMPARE SCHOOLS SERVING DEMOGRAPHICALLY SIMILAR GROUPS OF STUDENTS.” (JOHNSON, KRAFT, & PAPAY, PG. 2, 2012)*

KNOW YOUR STAFF

- TEACHERS FEEL GREATER PERSONAL SATISFACTION WHEN INVOLVED IN DECISION MAKING, BELIEVING IN THEIR OWN POWER TO PRODUCE RESULTS, AND ESTABLISHING COLLEGIAL SUPPORT (FUTERNICK, 2007)
- PD NEEDS (STAFF DRIVEN) – TOP DOWN, BOTTOM UP; LATERAL
- QUIET VS. LOUD MEMBERS
- LEADER/FOLLOWERS – WHAT DOES EACH NEED?



ELBOW TALK

WHAT ARE POSITIVES ASSOCIATED WITH YOUR WORK ENVIRONMENT?

With an elbow partner:

□ How did they occur?

What changes were necessary for positive outcomes to happen?





ONE FINAL THOUGHT

SETTING AN EXAMPLE

IS NOT THE MAIN MEANS OF INFLUENCING OTHERS:

IT IS THE ONLY MEANS.

ALBERT EINSTEIN



THANK YOU!

Dr. Gina R. Scala

gscala@esu.edu

610-216-4857

570-422-3558

All graphic images are obtained through google images.