



Leadership Training for Special Education Advisory Committees

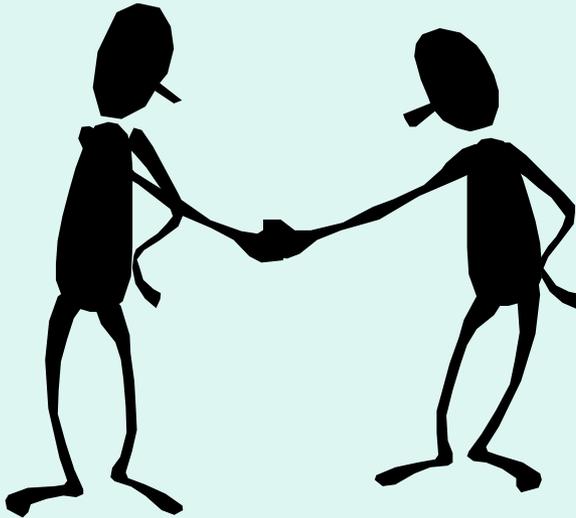
Building Local SEACs for
Better Special Education
Services and Student
Outcomes

Sponsored By:

Partnership for People with Disabilities
Virginia Department of Education
Virginia Board for People with Disabilities



Leadership Training for Special Education Advisory Committees



Welcome and Introductions

Training Competencies

Participants will

-  Gain knowledge and skills about effective leadership
-  Understand how to use the Workbook for Completing an Annual Blueprint to assist their SEAC in developing a work scope for the upcoming year.



Leadership Training for Special Education Advisory Committees

PURPOSE:

1. Provide basic information for local SEAC leaders and school division representatives about leadership concepts and effective practices
2. Share suggestions and sample tools for carrying out leadership activities at the local SEAC



Agenda for day 1

1. Welcome and Introductions
2. Concepts of Leadership
3. Lunch and Check-in
4. Leadership for local SEACs
5. Evaluating Your local SEAC
6. Strategic Planning
7. Break
8. Strategic Planning cont' d
9. Questions and Answers
10. Break
11. Dinner and Networking





Agenda for day 2

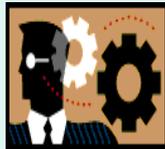


- 1. Breakfast**
- 2. Start-up Activity**
- 3. Strategic Planning - Developing an Outreach Plan**
- 4. Introduction to a Workbook for Completing an Annual Blueprint for a local SEAC**
 - Review of SEAC Organization**
- 4. Next Steps/Q&A/Housekeeping/Eval**
- 5. Box Lunches**

Ground Rules



- ✦ Respect confidentiality by not referring to families, students, or school employees by name.



- ✦ Respect each member and differing points of view.



- ✦ Respect people's time and stay on agenda (move off-topic items to a "parking lot").



Parking Lot





Great Ideas Wall



- **Benefit from the expertise that exists within your local SEAC**
- **Provide opportunities to practice collaborative skills**
- **Develop a learning culture that can be ongoing and include community as well as SEAC members**



Graphic Organizer

Refer to Handout in your folder.

Leadership... a definition

Leadership is a process in which a person (or persons) influences others to accomplish objectives and directs the organization in a way that is cohesive and coherent.



Leadership cont' d

A Leadership Story

Leadership cont' d

~Small Group Activity~

What does a leader look like?



Organizing to Do Business

Brainstorming Ground Rules

- No critical judgment is permitted
- Free-wheeling is welcomed
- Quantity, not quality, is desired
- Everyone participates
- Complete within a short time period
- Record key words or phrases only

Leadership cont' d

~Small Group Activity~

What does a leader look like?





Doing Business

Consensus Ground Rules

- **Present your position clearly and logically, but listen to team member's reactions and consider them carefully before you express your point**
- **Support only solutions with which you are somewhat able to agree**
- **Seek out differences of opinion**
- **Involve everyone in the decision process**
- **Look for the next most acceptable alternative for all members when the team reaches a stalemate**

Leadership cont' d

~Small Group Activity~

What does a leader look like?



Leadership cont' d

Leadership Theories

- **Trait Theory**
- **Great Event Theory**
- **Transformational Leadership**

(Basses theory of leadership, 1989, 1990)

Leadership cont' d

Trait Theory

- **An individual is born with a set of characteristics that make him or her a good leader**
 - **personality**
 - **dominance/personal presence**
 - **charisma**
 - **self confidence**

Leadership cont' d

Great Event Theory

A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person

Leadership cont' d

Transformational Leadership

- **People can choose to become leaders**
- **People can learn leadership skills**
- **Most widely accepted theory today**

Leadership cont' d

~Individual Activity~

Leadership Surveys

Leadership Characteristics and Skills



Leadership cont' d

Types of Leadership Styles

- Authoritarian
- Team Leader
- Country Club
- Impoverished

(Blake and Mouton *Managerial Grid*, 1985)

Leadership cont' d

Authoritarian

- high task, low relationship
- autocratic
- little or no allowance for cooperation or collaboration
- strong on schedules
- expect people to do what they are told without question or debate

Leadership cont' d

Team Leader

- high task, high relationship
- leads by positive example
- endeavor to foster a team environment in which all team members can reach their highest potential, both as team members and as people
- encourage the team to reach team goals as effectively as possible
- work tirelessly to strengthen the bonds among the various members

Leadership cont' d

Country Club

- low task, high relationship
- uses reward power to maintain discipline and to encourage the team to accomplish its goals
- almost incapable of employing the more punitive coercive and legitimate powers
- fears jeopardizing relationships with the other team members.

Leadership cont' d

Impoverished Leader

- low task, low relationship
- uses a "delegate and disappear" style
- not committed to either task accomplishment or maintenance
- allows team to do whatever it wishes
- prefers to be detached from the team process
- allows the team to suffer from a series of power struggles

Leadership cont' d

Western Historical Traditions in Leadership

- 1. Leadership is serial**
- 2. Leadership is individual**
- 3. Leadership is controlling**
- 4. Leadership is dispassionate**

SEAC Leadership

- **Leaderful Leadership**
- **Spiritually Intelligent Leadership**
- **Hopeful Leadership**
- **Core Responsibilities of Leadership**

Leadership cont' d

“No institution can possibly survive if it needs geniuses or supermen to manage it. It must be organized in such a way as to be able to get along under a leadership composed of average human beings.”— Peter Drucker

Leadership cont' d

Leaderful Leadership

Leadership is collective property, not the sole sanctuary of any one, most important member.

(The Leaderful Community, Joseph A. Raelin, Ph.D.)

Lead@winstonbrill.com

Leadership cont' d

The Four “C”s of Leaderful Practice

- **Concurrent**
- **Collective**
- **Collaborative**
- **Compassionate**

Leadership cont' d

Advantages of Leaderful Leadership for local SEACs...

- **Provides for continuity**
- **Shares responsibility/easier for all**
- **Celebrates diversity/uses knowledge and experience of many**
- **Harnesses the energy of the group**

Leadership cont' d

More Advantages of Leaderful Leadership for local SEACs...

- **Models collaboration for the larger community**
- **Diffuses individual agendas**
- **Builds trust in the organization**
- **Expands ownership**
- **Improves morale**

Leadership cont' d

Role of the Chairperson and Other Local SEAC Elected Positions

- Leaderful change agent
- Facilitator
- Intentional sharer and developer of leadership

Leadership cont' d

Spiritually Intelligent Leadership:

1. Be Aware
2. Be Empathetic
3. Be Appreciative
4. Stretch Beyond Your Limits
5. Let Go
6. Be Clear About Where You Are Going

Leadership cont' d

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Leadership cont' d

Hopeful Leadership

The Contagion Effect

Leadership cont' d

Conclusion:

We all have a role to play as leaders, contributing based on our strengths, talents, and passions to the common good.

Leadership cont' d

Core Responsibilities of Leadership:

- ◆ establishing the vision
- ◆ actualizing the goals (organizing, developing and implementing)
- ◆ sustaining commitment and cohesiveness
- ◆ responding to change

(The Leaderful Community, Joseph A. Raelin, Ph.D.)

Lead@winstonbrill.com

Leadership cont' d

**~Individual Activity~
Assessing Your Local SEAC**



Leadership cont' d

- **Leadership for Strategic Planning for Addressing Unmet Needs**
- **Leadership for Effectively Organizing**

Leadership cont' d

- **Leadership for Strategic Planning for Addressing Unmet Needs**
- **Leadership for Effectively Organizing**

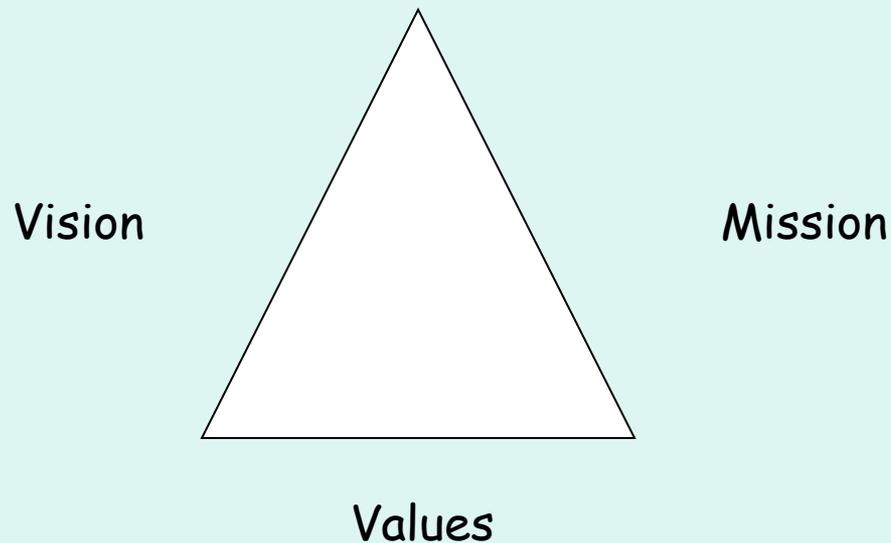
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Leadership cont' d

Establishing the Vision



Leadership cont' d

The Vision Statement

- ◆ articulates people hopes and dream
- ◆ takes into account a larger picture
- ◆ allows for a long term pro-active stance
- ◆ creates an aligned organization where everyone is working together
- ◆ provides guidance for decisions

Leadership cont' d

The Vision Statement
is something that is lived, not
framed.

Creating it
is a journey, not an event.

Leadership cont' d

Individual and Small Group *Activity*

~Developing the Vision Statement~



Leadership cont' d

The Mission Statement

1. Answers the question: **WHAT** does your organization do and **WHY**.
2. The mission should be as concise and to the point as possible

Leadership cont' d

Large Group Activity

~Developing the Mission Statement~



Leadership cont' d

Values Statement

- ◆ Values answer the question: What do we believe?
- ◆ Values provide guidance
- ◆ Values need to be clearly described ...
demonstrate that the value is being lived
- ◆ Values need to be consistently acted upon
- ◆ Values should be ranked
- ◆ Values are guidelines for decision making

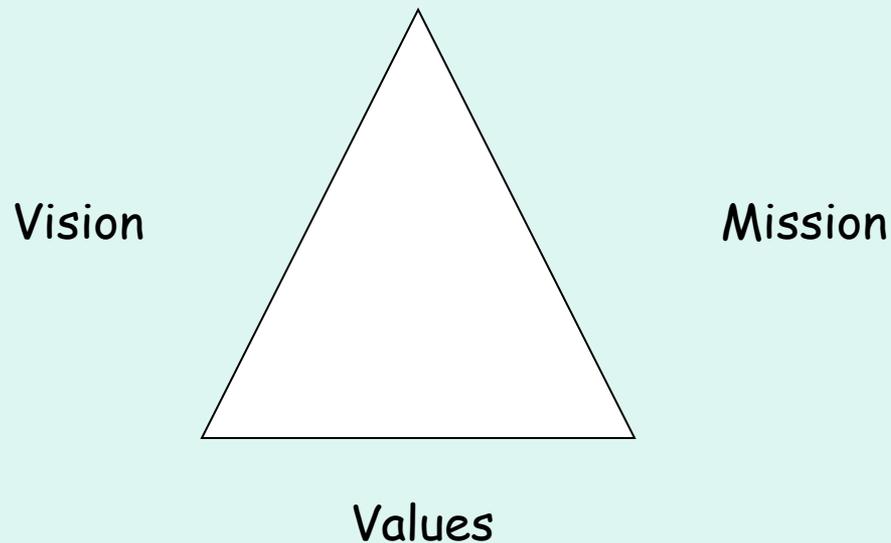
Leadership cont' d

Individual Activity ~The Values Worksheet~



Leadership cont' d

Establishing the Vision





Core Responsibilities of Leadership

- ◆ establishing the vision
- ◆ actualizing the goals (organizing, developing and implementing)
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Actualizing the Goals

Strategic Planning

“Basic” Strategic Planning



- Identify where you are going
- Conduct a simple S.W.O.T. analysis
- Select the goals
- Identify specific objectives
- Identify specific action steps
- Monitor and update the plan

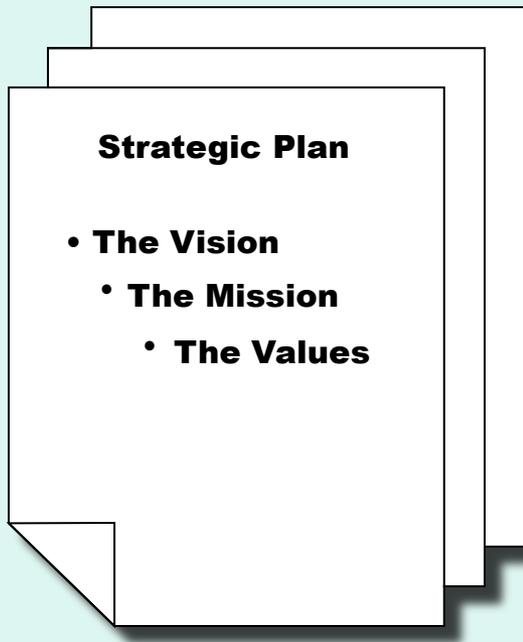


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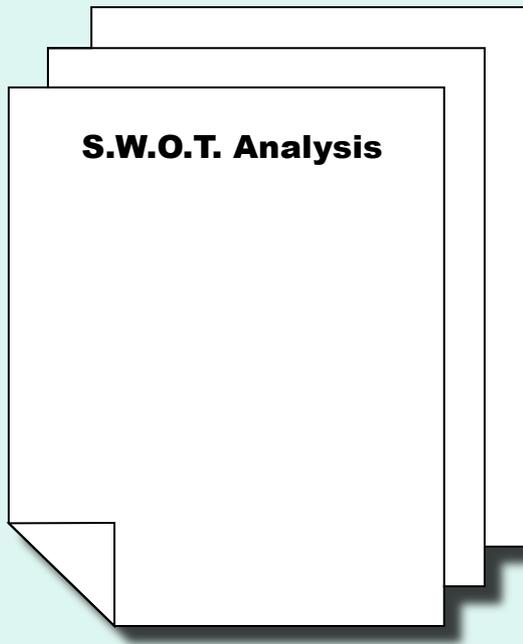


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Actualizing the Goals

Strategic Planning

S **Strengths**

W **Weaknesses (Unmet Needs)**

O **Opportunities**

T **Threats**

ANALYSIS



Actualizing the Goals

Strategic Planning

Conducting a simple S.W.O.T. analysis

- Form small groups, select a facilitator and recorder/reporter for each group, supply with newsprint paper labeled with specific S.W.O.T.
- Assign each group to a particular S.W.O.T. and instruct them to brainstorm ideas and record those ideas on the newsprint paper.



Actualizing the Goals

Strategic Planning

Conducting a simple S.W.O.T. analysis cont' d

- Instruct each group to rotate through each of the S.W.O.T. newsprint papers, viewing other's ideas and adding their own.
- Discuss as a large group
- Prioritize with “dots”
- Identify additional information and data needs
- Ask two or three volunteers to conduct research and report back to the full SEAC

Actualizing the Goals Identifying Weaknesses (Unmet Needs)

- **Use your school division's data**
 - employment rates for grads
 - types of diplomas issued
 - LRE data
 - complaints
 - survey results
 - number of students taking SOLs
 - SOL results
 - federal monitoring reports

Actualizing the Goals Identifying Weaknesses (Unmet Needs)

Other Ways of Gathering Data

- Focus groups
- Public comment
- Surveys
- Parent Resource Centers
- Hot Lines



Actualizing the Goals

Strategic Planning

“Basic” Strategic Planning

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- **Select the goals**
- Identify specific objectives (strategies)
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Actualizing the Goals Strategic Planning

Goals

- are the results the SEAC needs/wants to achieve in the medium/long term.
- should relate to the expectations and requirements of all the major stakeholders (including students, parents, and employees)
- should reflect the underlying reasons for providing special education services
- should be quantifiable and time based



Actualizing the Goals Strategic Planning

“Basic” Strategic Planning



- Identify where you are going
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Actualizing the Goals

Strategic Planning

Objectives are specific interim or ultimate time-based measurements to be achieved in pursuit of each of the SEAC's goals.

Objectives, like goals, should be quantifiable, consistent, realistic and achievable.



Actualizing the Goals Strategic Planning

“Basic” Strategic Planning

- Identify where you are going
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Actualizing the Goals

Strategic Planning

Strategic Action Steps

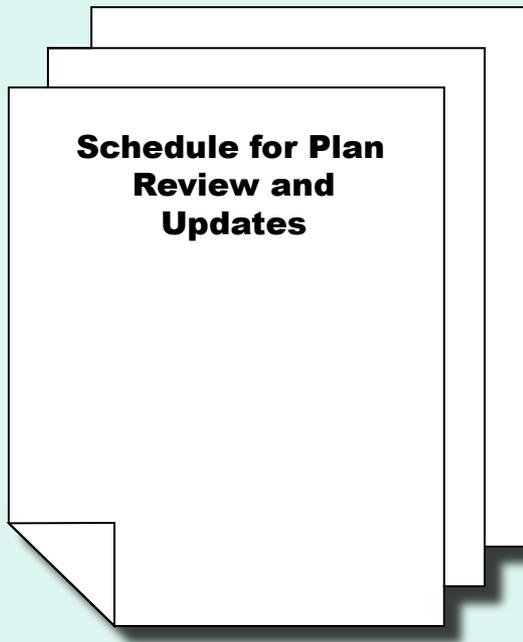
set out the implementation plans for the key objectives. These should cover resources, time-scales, deadlines, budgets and performance targets.



Actualizing the Goals Strategic Planning

“Basic” Strategic Planning

- Identify where you are going
- Conduct a simple S.W.O.T. analysis
- Select the goals
- Identify specific objectives (strategies)
- Identify specific action plans
- **Monitor and update the plan**





Actualizing the Goals Strategic Planning

Plans that are not monitored and routinely updated become the dusty tomes that sit on the bookcase in an administrator's office. They are not worth the paper on which they are written.



Questions and Answers



Agenda for day 2



1. **Breakfast**
2. **Start-up Activity**
3. **Strategic Planning - Developing an Outreach Plan**
4. **Introduction to a Workbook for Completing an Annual Blueprint for Your SEAC**
 - **Review of SEAC Organization**
4. **Next Steps/Q&A/Housekeeping/Eval**
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Core Responsibilities of Leadership

- ◆ establishing the vision
- ◆ actualizing the goals (organizing, developing and implementing)
- ◆ **sustaining commitment and cohesiveness**
- ◆ responding to change



Sustaining Commitment and Cohesiveness

Developing an Outreach Plan

- **Communicating your vision and your plan to parents**
 - **Articles in newsletters**
 - **Post on school website**
 - **Disseminate information through PTOs/PTAs and Parent Resource Centers**
 - **Post info in libraries and other public locations**



Sustaining Commitment and Cohesiveness

Developing an Outreach Plan

- Communicate your vision and your plan to your school board and school personnel**
 - Annual Report**
 - Making public comment at school board meetings**
 - Inviting a school board liaison to your SEAC meetings**



Sustaining Commitment and Cohesiveness

Developing an Outreach Plan cont' d

- **Identify allies/partners in your community who will help you reach your vision**
- **Share your vision and plan with the community partners you've identified**



Sustaining Commitment and Cohesiveness

Building Collaboration

Values Around Collaboration

- Respect for each other
- Trust for each other
- Hear and value contributions
- Depend on each other
- Hold each other responsible
- Share knowledge with each other



Core Responsibilities of Leadership

- ◆ establishing the vision
- ◆ actualizing the goals (organizing, developing and implementing)
- ◆ sustaining commitment and cohesiveness
- ◆ **responding to change**



Responding to Change

- **Monitoring progress of your plan and adapting as needed to move forward**
- **Engaging in regular self- evaluation of the SEAC**
- **Using leaderful leadership to adapt to the changing membership of your SEAC**
- **Being open to generating and accepting new ideas**
- **Keeping current with changes in your school division and responding as needed**



Workbook: Annual Blueprint for a local SEAC

A tool for developing a work plan
for a local SEAC for the year

Leadership cont' d

- **Leadership for Strategic Planning for Addressing Unmet Needs**
- **Leadership for Effectively Organizing Your local SEAC**

Organizing Your Local SEAC

**Understanding Functions, Roles,
Responsibilities and Membership
Requirements**

Organizing Your Local SEAC

Recruiting New Members

- Check with Special Education Director
- Develop a timeline and a plan
- Review existing membership for desired diversity
- Develop recruiting materials

Organizing Your Local SEAC

Orienting Members

- Do it annually
- Make sure everyone understands roles and responsibilities
- Develop a member notebook
- Provide mentors if you can
- Make it fun and interesting
- Serve food



Organizing Your Local SEAC

Reviewing or Developing Bylaws

Answer the questions
“Who, What, When,
Why and How” of
your SEAC



Cut and paste is fine

Organizing Your Local SEAC

Establishing the Annual Calendar

- Hold an annual session to plan
- Key into important dates for your school division
- Choose convenient dates, times and locations for your members
- Choose program topics to educate members and the community
- Include fun activities





Organizing Your Local SEAC

Annual Calendar cont' d

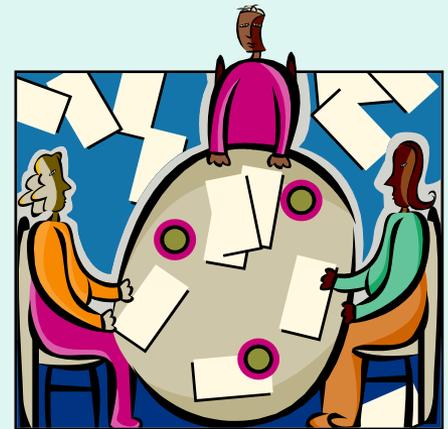
Identifying Hot Topics: providing for the ongoing education of the committee

- **Revised laws and regulations**
- **Promising practices**
- **Items raised by committee members or through public comment**
- **Policies and procedures**

Organizing Your Local SEAC

Forming Subcommittees

- **Be Clear in the charge to the subcommittee**
- **Be Strategic – use it to get SEAC business done**
- **Provide written guidelines and instructions**





Organizing Your Local SEAC

Running Effective Meetings



- Plan
- Prepare
- Conduct
- Follow Up

Leadership cont' d

- **Leadership for Strategic Planning for Addressing Unmet Needs**
- **Leadership for Effectively Organizing Your local SEAC**

Developing the Annual Blueprint

The Annual Blueprint is taken from the Strategic Plan (a 3-5 year plan) and highlights what the local SEAC will be working on during the **current year**.

Worksheet 5-1: SEAC Annual Blueprint - Organizational Goals

School Division: _____ School Year: _____

SEAC Members outlining this Blueprint. _____

Put your SEAC's Vision here.



From Strategic Plan, put priority Goals/Obj. for this year here.

Put your strategies/activities for achieving this year's Goals/Obj here.



List end dates and resources needed to accomplish

GOALS AND OBJECTIVES

OUR STRATEGIES

TIMEFRAME

RESOURCES

<p>GOAL 1:</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1) 2) 3) <p>GOAL 2:</p> <p>Objectives</p> <ol style="list-style-type: none"> 1) 2) 3) 			
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HOW WILL WE COMMUNICATE OUR PLAN TO PARENTS, SCHOOL PERSONNEL, SCHOOL BOARD MEMBERS & COMMUNITY?



Worksheet 5-1a: SEAC Annual Blueprint – Strategic Goals for Unmet Needs

School Division: _____ School Year: _____
 SEAC Members outlining this Blueprint. _____

Put your SEAC's Vision here.



From Strategic Plan, put priority Goals/Obj. for this year here.

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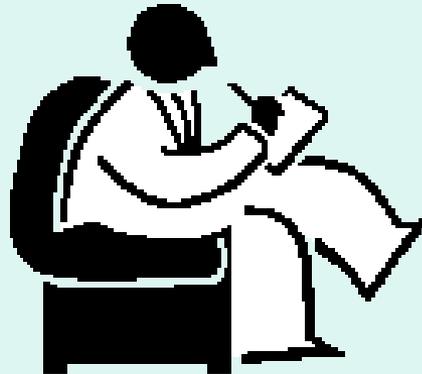
Leadership Training for Special Education Advisory Committees

Next Steps :

- The project will end on September 30
- All materials will be posted on the Web site (WWW).
- What other support does your local SEAC need

Leadership Training for Special Education Advisory Committees

**Please take a few minutes to
complete an evaluation and
consent form**





Leadership Training for Special Education Advisory Committees

