

Special Education Leadership Richfield Public Schools

Jean Cady, Mary Clarkson

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**How one district is striving
toward purposeful leadership
development**

Rationale

- Major turn over of building leads
- Desire to create culture for these positions
- Jean - knowing retirement was on the horizon
- Providing building leads with the confidence and competence to be leaders within their roles in both the buildings and the district
- Belief that leadership is not just a personal quality but is also strengthened through direct instructions and support.
- Being intentional about ensuring commitment to the roles these leads were in.

Process of Development

- Agreed on the concept and creation of Leadership Academy
- Discussed details
 - Number per year
 - Structure and time
- Reviewed roles and responsibilities with leads and principals for clarification
 - Principal role
 - Director role
 - Lead role
 - Case manager role
- Determined to change the title of these positions from Lead Teacher to Special Ed Lead to support the emphasis of the leadership role
- Identified needed support and development for leads
 - Technical
 - Adaptive

Roles and responsibilities

[Job Description of Richfield Special Education Building/Program Leads](#)

Both Adaptive and Technical

Adaptive:

- [Stength Finders.](#)
- Colors,
- Brene Brown, Presence,
- Trust building,
- [12 Months of Resilience.](#)
- [Accountability Pathway,](#)
- Norms.
- What is your Good, Equity,
- Hero/ Highlight,
- Roles & Responsibilities,
- Sit back exercise,
- [Action Commitments](#)
- Cognitive Coaching

Technical:

- Clear work on processes, procedures
 - Transportation
 - Homebound services
 - Individual Health Plans
 - Translation
 - Related services
 - Professional development
 - Licensed and para
 - Developing trainings
 - Staffing
 - ESSA
 - Data dives
 - Child Count
 - Referral data
 - Disability specific, e.g. speech

Leadership Academy Outcomes

Expected

Unexpected

Highlights and Opportunities

- Clarified

Questions?

