School Psychology: Leadership in Action
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National Association of School Psychologists
What is leadership?
Learning Outcomes

• How to be leaders at a school, district, state or national level

• How to develop and improve your leadership skills

• How effective leadership skills are needed for successful advocacy and systems change
Unleash your inner leader!

- Leadership defined
- Leadership theories
- Leadership for School Psychology
- Applying what we know
- School improvement and advocacy
- Resources
Vision

All children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life.
Leadership Development: School psychologists possess the leadership skills to effect change at the local, state, and national levels.
Leadership Development Objectives (3-5 year plan)

• Improve the state associations’ capacity to recruit, develop, and maintain diverse leaders who sustain their associations to advance the profession.

• Increase diversity of leadership on all levels (e.g., cultural, linguistic, professional role, years of experience).

• Enhance school psychologists’ ability to be leaders and advocates for effective practices to improve student learning, behavior, and mental health.
NASP Leadership Initiative Goals

School Psychologists

• recognize our leadership role
• act as leaders in work
• act as leaders in our profession
• have access to leadership development opportunities
School Psychologists as Leaders

School Systems
State
National
School Psychologists as Leaders

• Help build capacity of schools, families and communities
• Enhance teacher effectiveness
• Build stronger schools
• Support innovation
• Increase student achievement
• Increased capacity to address student needs
• Enhance student outcomes

Burns, 2017
NASP Model for Comprehensive and Integrated School Psychological Services

Professional Services by School Psychologists

Practices That Permeate All Aspects of Service Delivery
- Data-Based Decision Making and Accountability
- Consultation and Collaboration

Direct and Indirect Services for Children, Families, and Schools

<table>
<thead>
<tr>
<th>Student-Level Services</th>
<th>Systems-Level Services</th>
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<tbody>
<tr>
<td>Interventions and Instructional Support to Develop Academic Skills</td>
<td>School-Wide Practices to Promote Learning</td>
</tr>
<tr>
<td>Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>Preventive and Responsive Services</td>
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<td></td>
<td>Family-School Collaboration Services</td>
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Foundations of School Psychologists’ Service Delivery

<table>
<thead>
<tr>
<th>Diversity in Development and Learning</th>
<th>Research and Program Evaluation</th>
<th>Legal, Ethical, and Professional Practice</th>
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</table>
“The task of the leader is to get his people from where they are to where they have not been.”

-Henry Kissinger
Definition

• Leadership involves influence
• Occurs in groups
• Attention to goals

*Trying to achieve something together*
“Leadership is the art of getting someone else to do something you want done because he wants to do it.”

Dwight D. Eisenhower
Managers are people who do things right and leaders are people who do the right thing

Bennis & Nanus (1985)
Popular Models of Leadership

- Servant leadership
- Instructional leadership
Transactional

• Good performance = reward
• Poor performance = corrective criticism
  negative feedback, negative reinforcement
Theoretical Models

- Behavioral
- Contingency
- Situational
- Relational
• Traits
• Information Processing
• Transformational
• Intelligence
• Self-confidence
• Determination
• Integrity
• Sociability

Northouse, 2013
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
Information Processing

Expert knowledge
+ situational perceptions

= Effective leadership
Applying Information Processing

- Feedback-seeking
- Self initiative
- Knowledge
- Understand organization
- Accurate schemas (self and others)
  - Motivation
  - Capacity
Transformational

- Role Model: Purpose-driven
- Inspirational: Motivates followers
- People-driven: Concern for needs of followers
- Change Agent: Encourages innovation & creativity
Transformational

Transformational
• Meeting the challenge
• Fulfill own potential
• Values - abstract ideals
• Share ownership
• Collaborative
We rise by lifting others

Robert Ingersoll
Competencies for Transformational Leaders

• Create or facilitate a sense of mission
• Motivate others to join the mission
• Create interpersonal environment where others can be successful
• Generate trust and optimism
• Develop other leaders
• Get results

Bennis 2007
“Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.” – Jack Welch
Transformational Applications

- **Create shared ownership**
- **Collaborative strategic planning**
- **Goals for personal development**
- **Consider needs of followers**

**Systematic school change**

**Improved student outcomes**
“A leader takes people where they want to go.

A great leader takes people where they don’t necessarily want to go, but ought to be.”

Rosalynn Carter
Match leadership style and situation

Modify

- Guidance/direction
- Social emotional support
- Readiness level of staff

Shriberg 2010, Burns 2017
Disney approach to leadership: everyone has the ability to lead proactively develop the next generation of leaders
Disney Model of Leadership

• Clear and compelling vision for the future
• Put the right people in the right place
• Engage people to take ownership of the needed change
• Commit to achieving results
• Leave a lasting and impactful legacy

Guiney, 2014
Disney model for School Psychologists

- Our primary focus is students
- Teachers & parents need to be supported & empowered to help students
  - Quality consultation & coaching
  - Provide support for RTI or MTSS service delivery
  - Seek input & give feedback
  - Effective professional development

Guiney, 2014
Disney model for School Psychologists

• Overmanage, do not micromanage
  • Clear, objective, measurable procedures
• Adjust effective practices within the existing structure as needed
• Focus on the future

Guiney, 2014
Kansas Leadership Center

• Anyone can lead, anytime, anywhere
• It starts with you and must engage others
• Your purpose must be clear
• It’s risky

Leadership mobilizes people to tackle tough adaptive challenges and thrive
• Leadership is an activity not a position
• Leadership revolves around challenges and opportunities
• Progress on adaptive challenges requires people to change

Ed O’Malley & Amanda Cebula Your Leadership Edge
The Leadership Challenge

- Technical solutions are necessary but often not sufficient
- Persistent problems may need an adaptive (relationship) solution
- Build adaptive skills as part of the strategy
- Authentically engage stakeholders as partners
Brené Brown

“Who we are is how we lead”

Daring Classrooms

BE HERE. BE YOU. BELONG.
This school belongs to all of us.
“I define a leader as anyone who takes responsibility for finding potential in people and processes, and who has the courage to develop that potential.”

-Brene´ Brown
“Let us all choose to be the leaders we wish we had”
Leadership is a way of thinking, a way of acting and, most importantly, a way of communicating.

Simon Sinek
Will to Govern Well

Successful board leaders:
• Commitment beyond self
• Share the vision - stay true to the mission
• Balance the need for risk taking and change with prudent decision making
• Use knowledge-based principles to deliver responsibilities to members
• Build consensus throughout decision making
• Exhibit respect and goodwill toward colleagues
• Create partnerships with staff
• Accept responsibility for, and follow through on, their decisions
• Develop future leadership
• Ensure organization is fast, flexible, focused and fun
Leadership = helping people change
Think about 3 individuals that you consider to be leaders, write their names down.
“Qualities that a leader must have for you to willingly follow”


Honesty
Forward looking
Competent
Inspiring
Consider

• Honesty
  • integrity always

• Forward looking
  • help others to see the possibilities; embrace change

• Competent
  • punctual, prepared, clutch hitter, professional demeanor

• Inspiring
  • good at building relationships, fun, warm, make things relatable, set a good example
Leadership Skills

• Effective communication
• Work collaboratively
• Help others grow
• Analyzing, problem solving & facilitating
What would you consider to be the top 5 most important characteristics and skills of school psychologists who act as effective leaders?
What would you consider to be the top 5 most important characteristics and skills for school psychologists who act as effective leaders?

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<tr>
<th></th>
<th>Harding 2014</th>
<th>Shriberg’s 2010 Study</th>
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<tbody>
<tr>
<td>Effective problem solving skills</td>
<td></td>
<td>Competent/intelligent</td>
</tr>
<tr>
<td>Advocate for children’s needs</td>
<td></td>
<td>Holding content knowledge</td>
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<tr>
<td>Effective interpersonal skills</td>
<td></td>
<td>Team skills collaboration</td>
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<tr>
<td>Strong communication skills</td>
<td></td>
<td>Strong school psychology skill set</td>
</tr>
<tr>
<td>Possesses knowledge and expertise</td>
<td></td>
<td>Communication skills</td>
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What would you consider to be the top 5 areas and situations where leadership is expected from school psychologists?
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<td>Special Education eligibility</td>
<td>Classroom/academic interventions</td>
</tr>
<tr>
<td>Assessment</td>
<td>Behavioral interventions</td>
</tr>
<tr>
<td>Behavioral interventions</td>
<td>Crisis intervention</td>
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<tr>
<td>Knowledge of special education laws</td>
<td>Knowledge of special education laws/processes</td>
</tr>
<tr>
<td>Academic interventions</td>
<td>Assessment/evaluations</td>
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Implications from Shriberg Study

• Focus on improving outcomes for students, families, schools and communities
• Leadership is multifaceted
  • Competence
  • Knowledge
  • Interpersonal skill
  • Character
• Leadership is something we all can achieve
Definitions of school psychology leader

• Facilitates change, promotes positive outcomes/success (52.3%)
• Competence (27.5%)
• Vision/big picture view (27.5)
• Works effectively in teams/collaboration (27.5%)
• Influences others/persuasive 23.5%

Shriberg, et al 2010
Perceptions of Leadership

School psychologists see themselves:

• Transformational
• Active leaders
• Value based models
• Effective at meeting needs and representing others
• BUT……

Augustyniak and Privitera (2016)
What makes an effective leader?

• Model the way
• Inspire a shared vision
• Challenge the process
• Enable others to act
• Encourage the heart

The 5 Practices of Exemplary Leadership (Kouzes & Posner 2012)
Build Your Leadership Reputation

• Demonstrate your value
• Get to know leaders with expertise.
• Build relationships with influential decision makers.
• Be professional
• Be serious when it is time to be serious, and fun when it is time to have fun!
2 Laws of Leadership

“If you don’t believe in the messenger, you won’t believe the message.”

Kouzes & Posner
Power and leadership

- Position
- Personal
  - Referent
  - Expert
  - Informational

French & Raven (1959)
Distributed Leadership

• Leadership is a shared effort by more than one person
• Collective expertise & responsibility
• Not an activity, but a procedure
• Individuals could be leaders (or followers) in one situation but not another
School psychologists are leaders

• Key roles on school leadership teams
• Behavioral & academic consultation
• Crisis intervention & school violence prevention
• Professional & interpersonal competencies to work effectively across internal and external boundaries
• Build commitment in diverse groups over which school psychologist has no real authority and whose views may be very different than own
School Psychologists as Leaders

- Unique training
- Connect with adults and students
- Lead from the middle

We already are leaders
Leading from the middle

- Most school psychologists are in the middle of the organization
- Not entry level but limited authority
- Lead through the connections we make within the system
Leading From The Middle

• Lead from the position of influence you hold.
• For most of us this means, being “in the middle”--not directing, not dictating, not doing it all.
• Being a part of a team of people with a shared passion for something.
• Help leverage your resource (people, financial, time) investment.
• Connect and Encourage: Building others up ' bringing things together.

Dec. 8, 2011, Generational Insights, Millennial Leadership
Leadership Challenges for School Psychologists

- Managing high levels of responsibility
- Managing interpersonal boundaries
- Dealing with diversity
Active Leadership Development

• Strategic thinking
• Understanding perspectives of others
• Dealing with conflict
• Persevering through adversity or resistance
• Recognizing & seizing leadership opportunities

(McCauley, 2001)
Implications for Graduate Programs

- Leadership theory
- Interpersonal skills
- School context
- Leadership identity development
- Field placement considerations
Getting Involved
State and National Leadership

• Not “leaders” because elected to a specific office
• People are recognized as leaders because of their behavior
  • Chart a path for others
  • Inspire others to follow
How can I get involved?

• State association for school psychology and affiliated groups need volunteer leaders!
• State associations have access to support
  • Regional Leadership Meetings
  • Assistance to States
• NASP website
Getting involved with NASP

contact Leadership Development Committee
Hiral Vekaria, Chair
hiral.bhatt03@gmail.com
Advocacy

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”
Advocacy

• Understand the issue and the contributing factors
• Call to action
“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

- Margaret Mead
Advocacy Process

• Identify problem
• Propose solution
• Know your audience
• Use effective strategies
Advocacy Strategies

- Letters and emails
- Telephone
- Personal visit
- Town hall or board meeting
Advocacy: Make Your Voice Heard!

Advocate through the NASP Advocacy Action Center.

Get informed on the latest federal policy updates and advocacy initiatives from the *Policy Matters* blog.

Utilize NASP resources to inform key stakeholders of opportunities presented by ESSA.

*Share updates, resources, and more with #NASPadvocates*
NASP Advocacy Voice

Developing useful member resources

- Overview of public policy & professional advocacy
- Tips/ guidance on how to advocate
- Key messages and research on priority issues
- Sample resources

https://www.nasponline.org/research-and-policy
Advocacy

• Shortages
• Practice Model
• School Safety
• Mental and Behavioral Health
• Social Justice

What is your passion?
What do your schools need?
Getting a seat at the table

Outlander
You are a school counselor, right?
We Need You

Utilize NASP resources to recruit and retain school psychologists in your state.
Shortages in School Psychology Resource Guide

This resource guide provides a range of suggestions and strategies for different groups or stakeholders (e.g., graduate programs, state school psychology associations, school districts) to address shortages in school psychology. The guide provides sections for strategies related to recruitment and retention.

Resources to Promote the Profession

- **School Psychology Career Materials**
  Promoting school psychology as a career is important as a strategy for remedying shortages. NASP has created materials to help promote the career including brochures, handouts, infographics, and a PowerPoint presentation.
  
  [http://www.nasponline.org/about-school-psychology/a-career-that-makes-a-difference](http://www.nasponline.org/about-school-psychology/a-career-that-makes-a-difference)

- **CLD Ambassadors of Recruitment Program**
  The goal of the CLD Ambassadors of Recruitment Program is to promote diversity in the school psychology profession through recruitment and outreach efforts to undergraduate and high school students from CLD backgrounds. School psychology career presentations may be given to undergraduate or high school students in psychology, education, or ethnic studies courses.
  
NASP Exposure Project

• Targets high school & undergraduate students
• All materials available
• https://www.dropbox.com/sh/4wxvv5w1vwoh8im/AAAoXDzDH0ipgiejYxT5YWLa?dl=0

#NASPExposureProject #NASPEP #NASPAdvocates #DiversityMatters #RepresentationMatters #SP4SJ
Infographic & FAQ about School Psychology Shortages

This resource presents an infographic which helps depict the big picture concepts impacting shortages in school psychology. The resource also includes a “Frequently Asked Questions” one-page document that provides a quick overview of the issues impacting shortages in school psychology.

http://www.nasponline.org/membership-and-community/social-media/infographics-to-communicate-information
Resources Supporting Graduate Students and Early Career Professionals

- **Intern Supervision Recognition Program**
  NASP has created a program to promote quality supervision experiences by recognizing field-based internship supervisors who consistently demonstrate best practices in supervision and mentoring. NASP approved programs may nominate supervisors and those selected will be honored as a “NASP-Recognized Model School Psychology Intern Supervisor.”
  

- **Find a Mentor Program**
  This program was developed as part of NASP’s commitment to improving the professional development support available to school psychologists. This program helps connect professionals interested in providing mentorship or professional support with those who see such support.
  
You are central to NASP’s

Vision that: All children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life

and to

Core Purpose to: empower school psychologists to promote the learning, behavior, and mental health of all children and youth.
Because….

• What you do matters

• What WE do ultimately benefits children
Some people make things happen.
Some people watch things happen.
And then there are those who wonder,
What the hell just happened.

Carroll Bryant
Resources


Leader Resources
https://www.nasponline.org/resources-and-publications/resources

Leadership In Action Spotlight Series
https://www.nasponline.org/lias