We’re glad to be here!

Patrice Linehan, NCSI at NASDSE
Joanne Cashman, NCSI at NASDSE
Misty Goosen, KS Technical Assistance System
Jana Rosborough, NCSI at WestEd

Let’s Find Out: Who else is here?

A. PTI Director
B. PTI Staff
C. PTAC Director
D. PTAC Staff
E. TA Provider
F. SEA Staff
G. Other
Grounding Belief

- Leaders cannot really lead on an issue of importance if the stakeholders do not decide to support and make the change.
- Stakeholders cannot really get their needs met on an issue of importance if they do not work with those who have the authority to make change.
- Leaders and stakeholders need each to create sustainable change!

To what extent do you agree with the grounding belief?

A. Not at all
B. Somewhat
C. Neutral
D. Agree
E. Strongly agree

Collaboration

- We all use the word.
- What do you mean when you talk about collaboration?
Choose the image that resonates with you

Collaboration: The PTI Role

Grounding Assumptions on Stakeholder Engagement
Let’s find out:

- With whom does your PTI collaborate?
- What are the core activities of your PTI?
- What activities would benefit from greater collaboration?

To what extent does your PTI collaborate with the state agencies?

A. Not at all
B. Infrequently
C. Sometimes
D. Often
E. All the time

[Bar chart showing collaboration levels]
To what extent does your PTI collaborate with local school districts?

A. Not at all
B. Infrequently
C. Sometimes
D. Often
E. All the time

To what extent does your PTI collaborate with other organizations?

A. Not at all
B. Infrequently
C. Sometimes
D. Often
E. All the time

To what extent is due process training a key strategy for your PTI?

A. Not an important effort
B. Somewhat important
C. Important
D. Very important
E. Critically important
To what extent is content training (e.g., reading) a key effort for your PTI?

A. Not an important effort  
B. Somewhat important  
C. Important  
D. Very important  
E. Critically important

To what extent do you train families and other stakeholders together?

A. Not at all  
B. Infrequently  
C. Sometimes  
D. Often  
E. All the time

To what extent do you use your website as a key tool to engage families?

A. Not at all  
B. Little  
C. Sometimes  
D. Often  
E. All the time
To what extent do you bring families together to inform your work?

A. Not at all  
B. Infrequently  
C. Sometimes  
D. Often  
E. All the time

To what extent do you bring diverse together to talk about issues?

A. Not at all  
B. Infrequently  
C. Sometimes  
D. Often  
E. All the time

- Use as summary -Manage/engage infographic here  
- Insert slide  
- Stress: stakeholder developed
Leading by Convening: The Human Side of Change

- Building allies
- Meeting people (and systems) ‘where they are’
- Helping them ‘lead in place’
  - PTACs/ PTIs
  - Families
  - Agency staff
- Changing ‘habits’ of interaction

Challenges

<table>
<thead>
<tr>
<th>Adaptive</th>
<th>Technical</th>
</tr>
</thead>
</table>
| - Influencers and connectors
- Principles
- Communication
- Agreement
- Willingness to make personal change |
| - Experts
- Evidence based practices
- Checklists
- Manuals
- Tools
- Protocols |

The Leadership Challenge

- Knowing when a persistent problem needs an adaptive (relationship) solution
- Learning that technical solutions are necessary but often not sufficient
- Building adaptive skills as a part of strategy
Problems Come Bundled

Leading by Convening
Doing the Work Together

To what extent is adaptive leadership important for PTAC and PTI leaders?

A. Not important
B. Somewhat important
C. Important
D. Very important
E. Critically important

One Way and Two Way Learning
Plotting Learning Activities in Four Quadrants

Informal Learning

Formal Learning

From

With

Is it important to be intentional about one-way and two-way learning in PTI work?

A. Not important
B. Somewhat important
C. Important
D. Very important
E. Critically important

Relevant Participation Has Several Faces: Range, Frequency, and Role

Range
- Power differential
- Supporters and critics
- Players at different levels of scale

Frequency
- Episodic or ongoing
- Predictable interaction, sufficient to build relationships
- Often enough so that stakeholders can take roles

Role
- Fixed or shared leadership roles
- Everybody comes as a learner
Engaging Everybody

Is it important to be intentional about engaging a wider range of stakeholders in PTI work?

A. Not important
B. Somewhat important
C. Important
D. Very important
E. Critically important
Building Support through Data

<table>
<thead>
<tr>
<th>Operational Decision</th>
<th>Clarifying/Insights</th>
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<th>Collaborating/Level</th>
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<td>Communicate what is changing by one-way communication</td>
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Creating Active Engagement

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<tbody>
<tr>
<td>Identify the issues and behaviors that operational decision-makers require</td>
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Measuring Progress: Qualitative Rubrics to Quantitative Comparisons

- One-way communication
- Two-way communication
Is it important to assess the level of participation in PTI work?

A. Not important  
B. Somewhat important  
C. Important  
D. Very important  
E. Critically important

Let’s continue to learn together!

• Stakeholder Chats
• Join us every other Friday
• 2:00 - 3:00 Eastern
• Explore new tools
• Bring your challenge
• Learn from and with a range of stakeholders to become allies on issues we share!
Four Simple Questions

Who cares about this issue and why?

What work is already underway separately?

What shared work could unite us?

How can we deepen our connections?