Bridging School Leadership and School Mental Health

MHEDIC Work Group

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The Ohio State University

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History

Group began first as a roundtable discussion at Fall 2012 MHEDIC meeting at Penn State University

• January 28, 2013
• February 25, 2013
• March - cancelled
• April 22, 2013

• May 20, 2013
• June 24, 2013
1. **Question:** What organizational bodies address school leadership competencies?

2. **Question:** What are current examples of school leadership and school mental health cross over?

3. **Question:** What attributes in school leaders work in successful settings vs unsuccessful settings?

4. **Questions:** Are there examples of school leadership facilitating and successfully sustaining SMH frameworks/programming?
MHEDIC Mission

Articulate, promote, and deepen connections between school leadership preparation and practice and the field of school mental health through:

- policy,
- field-based best practices,
- outreach, engagement, and training,
- and research
MHEDIC Priorities

“MHEDIC is focused on key efforts to promote workforce development for interdisciplinary school mental health practice. At this time, MHEDIC is organized around four central priority areas, including training, practice, research and policy. Subgroups within MHEDIC strategically focus on these areas, honing in on critical issues related to interdisciplinary collaboration and workforce preparation within each domain area.”

http://www.units.muohio.edu/csbmhp/mhedic/

Workgroup Mission:

Articulate, promote, and deepen connections between school leadership preparation and practice and the field of school mental health. To meet this overarching goal, the Workgroup engages on four related fronts: Policy/Field-Based Best Practices/Outreach, Engagement, and Training/Research.
KRAs – Key Responsibility Areas

- Policy
- Research
- Field-Based Practice
- Outreach, Engagement, and Training
## KRA 1 - Policy

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<th>Major Domain</th>
<th>Content Description</th>
<th>Key Activities</th>
<th>Outcomes/Deliverables</th>
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| **Policy**   | This content area centers on determining how/where SMH can be delivered as part of current principal preparation standards; and providing input for more explicit mention of SMH in future standards. | 1. Affirm understanding of competencies, policy standards, practice standards, and program standards in the context of guiding and grading school leadership preparation programs at both state and national levels (see Caparelli dissertation)  
2. Interface with leaders in CCSSO, NPBEA, UCEA, and NCATE to:  
a. Affirm current efforts in the area of guiding and grading preparation  
b. Determine states that utilize ISLLC – and determine what others are using  
c. Determine how many preparation programs are ELCC approved? How are others approved?  
d. Confirm that there is no federal repository for such info – is there one for teacher preparation? Why – why not? | □ Visual representation for principal prep programs - practice/performance – where does SMH fit in?  
□ Contact matrix for leaders in 6 organizations/authors that produced the framework.  
□ Where are we most likely to be effective?  
□ Fact sheet or research brief that summarizes current state of play for principal certification/licensure, honing in on current standards and competencies that could be inclusive of SMH training and content  
□ Summarize policy conversations in order to assess openness and willingness to more strongly embrace SMH competencies in principal preparation |
# KRA 2 - Field-Based Practice

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| Field-Based Best Practice   | This content area centers on a critical examination of promising and exemplary practices, models, and programs that have achieved a solid integration of school leadership and SMH.                                                                                                                                                                                                 | 1. Identify and explore individual schools and districts that explicitly and intentionally link school leadership and SMH.                                                                                                                                                                                                 | **☐** Use program descriptions and summaries to increase awareness of innovative programs and encourage broader uptake  
**☐** Create several “Snapshots” to provide principals with a view of the possibilities; spawn initiative                                                                                                                                                                                                                                       |
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<td>Outreach, Engagement, and Training</td>
<td>This content area centers on professional development and training models for current school leaders: resources, content, and delivery.</td>
<td>1. Identify and learn from existing professional development efforts that expose leaders to SMH awareness and competencies (e.g., Executive Principal Leadership Academy (OSU, Butcher-Anderson) – for current leaders and preparation programming</td>
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<td>2. Consider international examples of support documents designed to educate leaders about SMH (e.g., Ontario’s Supporting Healthy Minds in School)</td>
<td>□ Determine scalability and transferability of successful practices</td>
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<td>□ Does the Blue Ribbon Program include SMH? Is there a recognition program for SMH efforts?</td>
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<td>□ A publication (similar to Canada) written explicitly for school leaders.</td>
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<td><strong>Research</strong></td>
<td>This content area centers on individually driven research projects or a research question or two that a few work group members could explore.</td>
<td>1. Research substantiates children’s mental health impacts academic success. What does the literature say about the impact of school mental health literacy among school leaders on schools’ ability to address mental health needs/treatment/prevention?</td>
<td>□ Literature review seeking publications combining school mental health literacy and school leadership (Caparelli 2012 lit review). □ Literature review supporting greater focus on SMH in school leadership preparation.</td>
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Questions for YOU

• Do you think this frame is manageable - -realistic?
• Suggestions on how to move KRAs?
• Can you provide us examples from your own experience where you think this is working well? ...examples of school leadership facilitating and successfully sustaining SMH frameworks/programming?
• What are current examples of school leadership and school mental health cross over?