



## 2009 NDTAC National Conference

### Session Notes

<b>Session Title</b>	<b>Improving Leadership Through Professional Development</b>
<b>Presenters</b>	Ted Price and Tom O'Rourke
<b>Date and Time</b>	Tuesday, June 23, 2 p.m.–3:15 p.m.

This session consisted of two presentations, the first by Ted Price and the second by Tom O'Rourke. Below are summary notes for each of these presentations.

#### **Ted Price**

##### ***Improving Leadership Through Effective Professional Development***

A leader should engage people in a task, skill, and competency area; build community relationships; and collaborate in developing a shared vision and building trust. As a coordinator, you should assess where your current leaders are functioning/operating and decide how you will develop your current leaders and the new leaders within your system:

- The key to leadership development is securing administrators who support the organization's mission.
- If you don't have that kind of leader, it is important to work in small "pods" until you get that level of support.
- Continuous leadership development cannot be sustained without commitment and support from the top.

It is important to learn what leadership is and how to communicate that message in a political environment. The type of leader that you want is someone who is more focused on others than on himself/herself and capable of reflective thinking on how to achieve the mission. Good leadership requires understanding three areas (and the interplay among them): politics, economics, and programming. Identify people who use a communication style that engages people and public agency partners in a way that will get people to trust them and want to work with them. Leadership requires the use of tools (e.g., fear or incentives as tactics) to motivate people. When working in the political arena, you must understand your leader's agenda and determine the level of risk he/she is willing to take.

#### **Tom O'Rourke**

##### ***"Non-Compliance to Accreditation": A Few Necessary Steps***

Educating incarcerated youth is not easy. Historically, the educational program in Georgia has been limited, and youth often fell behind and did not receive credits for work in the Juvenile Justice Schools. One of the major issues was that employees (e.g., operations, mental health, education, and medical staff) worked in silos. There was a need to open communications in all areas to provide a quality education for youth in our care. As leaders, our goal is to implement programs that result in positive outcomes for youth.

## Major Issues

First, we asked teachers to identify the strengths and weaknesses of the current educational program. Through awareness staff development activities, leaders shared areas of non-compliance (as determined by the U.S. Department of Justice) with teachers. Teachers were asked what types of changes they would make short range (within 12 months) or long range (more than 12 months). Based on this feedback, staff and leaders developed a strategic plan that comprehensively addresses the following systemwide issues:

- Educational leadership
- Educational policies
- Curriculum development that meets the requirements of the Georgia Department of Education
- Class exclusion
- Behavior management
- Special education
- Staffing
- Staff training
- Transition services
- Quality assurance

## Results

The Georgia Department of Juvenile Justice (GDJJ) now provides quality academic, special education, and vocational education programs that meet the needs of students. The success of GDJJ's educational programs was noted by the U.S. Department of Justice when it released GDJJ's education programs from intensive monitoring with the following statement, "The Georgia Department of Juvenile Justice has created an exceptional education system for detained juveniles." All schools within GDJJ are now accredited by the Southern Association of Colleges and Schools.

## Q&A / Comments

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**Q1:** Are the training vignettes that you used publicly available?

**Tom O'Rourke:** If you are interested in training materials, you can reach Tom O'Rourke at [torourke@mindspring.com](mailto:torourke@mindspring.com) or by cell phone at 404-805-5471. Mr. O'Rourke will try to help you in getting the training tools from GDJJ. Please note that because curricula are different in each state, any materials from the State of Georgia should be used as only a prototype.

**Q2:** What are a State's options given limited resources?

**Tom O'Rourke:** Because of the signed Memorandum of Agreement with the U.S. Department of Justice, Georgia invested a considerable sum of money initially. It is important to focus on putting together a plan that is ongoing and comprehensive—which includes collecting data and involving stakeholders. It is also important to involve custody staff and other staff and partners. You want people who are passionate and willing to engage inside and outside the system.

*For any further questions pertaining to the session or the topics discussed, please contact NDTAC at [NDTAC@air.org](mailto:NDTAC@air.org).*

## Relevant Resources

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[Juvenile Justice Trainers Association](#)

[National Curriculum for Educators of Youth in Confinement](#)

[National Training and Technical Assistance Center \(NTTAC\)](#)

NDTAC's [Interview with GA DJJ: The Consent Decree Experience](#)

NDTAC's [Six Tips for Planning a Successful Statewide Conference](#)

NDTAC's [Title I, Part D, Glossary](#)

NDTAC's [Title I, Part D, Jeopardy](#)