

Special Education Directors – The Key to Systems Change and Improvement

Starting Strong...Staying Strong

Nick French

- Education

- BA History – World – McKendree University, Illinois
- MA Special Education – Specific Learning Disabilities – University of Missouri St Louis
- MA Education Leadership – University of Missouri St Louis
- Special Education Director Graduate Classes – University of Missouri St Louis
 - Special Education Law
 - School Staff Development & Supervision- Special Ed Administration

- Certificate

- Certified Special Education Teacher – K-12 Cross Categorical Mild to Moderate Disabilities
- Certified Principal - K-8

- Work experience

- Para and Special Education Teacher at Private Day Facility for the Emotionally Disturbed
- Elementary Resource Teacher
- JH Low Incident Teacher
- Special Education Principal
- Special Education Supervisor
- Director of Student Services
- Director of Curriculum and Assessment
- Director of Teaching and Learning/Special Services

Topics of the Day

- Know your Why
- It's a big job, No really....
- Yes, Special Education Leadership is a thing
- Technology and the art of efficiency
- monitoring IEP's
- Supervision of Staff



ELIZABETH FARRELL



and the History of Special Education

2nd Edition

Kimberly Kode

Know Your Why

- Elizabeth Farrell NY Special Education 1908 – Ungraded Classes
- 1932 Council of Exceptional Children (CEC) was Founded
- 1954 Brown Vs Board of Education
- 1960 Council of Special Education Administrator (CASE) was Founded
- 1975--PL 94-142 Education for All Handicapped Children Act passes Congress and into law.
- 1990's Inclusion began at the national Level
- 1992 – Current Washington State Local Control Model Established by SUBSTITUTE SENATE BILL 5953 (1992)
 - *Special Education and Local Control*

The What

It's a big job, No really.....

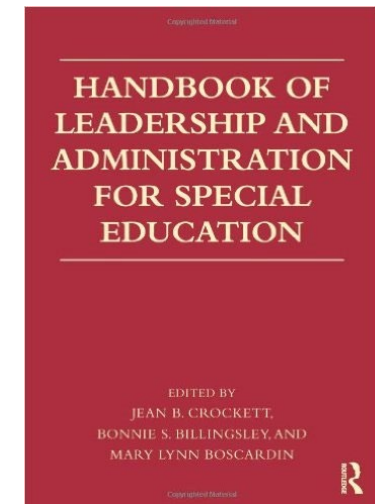
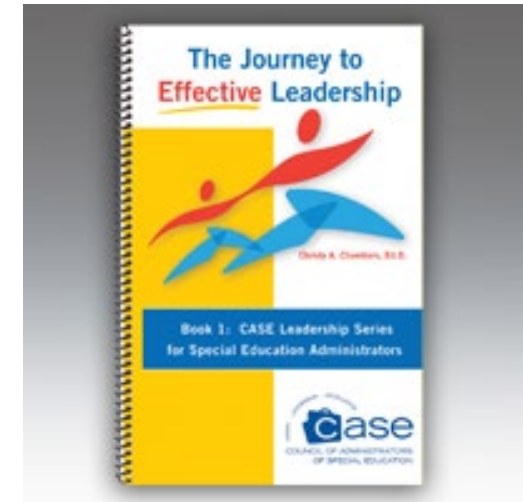
- Since 1974 Washington School district on average have added .75 district office administrators a 18% increase.
- Since 1974 Washington School District on average have added 3.8 principals (includes assistant principals), a 46% increase.
- Since 1974 Washington School Districts on average have added 102 teachers, 77 classified, and 17 ESA staff an average increase of 111% across the three groups.
- Since 1974 Washington schools have added on average 726 Students
- Central Office Support Ratio
 - Central office to Principal, Teachers, paras, and ESA's
 - 1974 = 1 to 47
 - 2021 = 1 to 82
 - Central office to student
 - 1974 = 1 to 735
 - 2021 = 1 to 773
 - Increase of 73 more individuals to support since 1974 for a total of 855
 - Requires collaboration to be successful
 - Requires you be recognized as a district leader

Yes, Special Education Leadership is a thing

The What

- 27 state required a certificate to be a sped admin
- Cert requirements range from sped admin specialty graduate classes to a masters in sped administrator.
 - Special Education Law
 - Special Education Finance
 - Special Education Program Design and Monitoring
 - Special Education Staff Supervision
- National Standards for Special Education Leadership

A National Study of State Credentialing Requirements for Administrators of Special Education N Mary Lynn Boscardin, Ph.D., Kerry Weir, M.S., and Christopher Kusek, M.A. University of Massachusetts Amherst



The How

Monitoring IEP Process

- Establish Clear areas of focus that matter and communicate those to staff regularly
- Provide tools to support these areas
- Set up systematic sequence for reviewing
- Empower a certified sped staff to review IEP's
- Review results, refine feedback, and send out the feedback to staff
- Use reviews to identify areas of need overall and for individual staff





The How - High Leverage Eval and IEP Monitoring areas for compliance and outcomes

- Evals – Areas of Services and SDI recommendations specific to subtest scores
- Present Levels that are robust and aligned with the evaluation
- IEP Goals that include evidence-based skills being taught in SMART Goal format in alignment with present levels and eval
 - Non example – Increase reading skills..., Increase reading comprehension...
 - Example – Increase fluency..., increase phonics..., Increase identifying main idea....
- Evidence based SDI in alignment with goal, present level, and eval
 - Fluency – reread, Phonics – flashcards with verbal response, Main Idea – Graphic organizer
- Monthly Progress Monitoring of IEP Goals

The How Staff Supervision

- Loose and Tight (*DuFour*)
 - Clear expectation
 - Model the way you want work to be done
 - Inspect what you expect
 - Focus on outcomes vs prescribing an expected way the work is to be done
 - Support when staff need help
- Ground all work in the instructional framework and research (*High Leverage Practices/John Hattie*)
- Expect Principals to supervise sped teachers
- Train and direct admin on sped topics
- Communicate and educate all staff on inclusive practices, high expectations, and effective instruction
- **Be Visible Daily**, help all who ask for it



Questions