

# Enhancing Capacity for Special Education Leadership

July 28, 2022

# ECSEL



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

UNIVERSITY *of* WASHINGTON | BOTHELL



# ECSEL Faculty



Bill Rasplica  
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# Purpose

## *MISSION*

- To improve the academic and social learning of students who have exceptional learning needs, while also helping the educational system reduce all academic and social failure.

## GOALS:

- To significantly reduce Washington State's shortage of well-prepared new local administrators of special education (LSEAs)
- To prepare LSEAs who are able to make rapid, significant, and sustained improvements in district special education outcomes.



# Overview of ECSEL Program

- 2-year cohort-based program leading to the WA State residency program administrator certificate
- Cohort program serving 15 candidates
- Candidates meet one Saturday per month & two summer institutes
- Funded by OSPI special education & administered by UW Bothell's Goodlad Institute
- Cohort 6 has 18 candidates



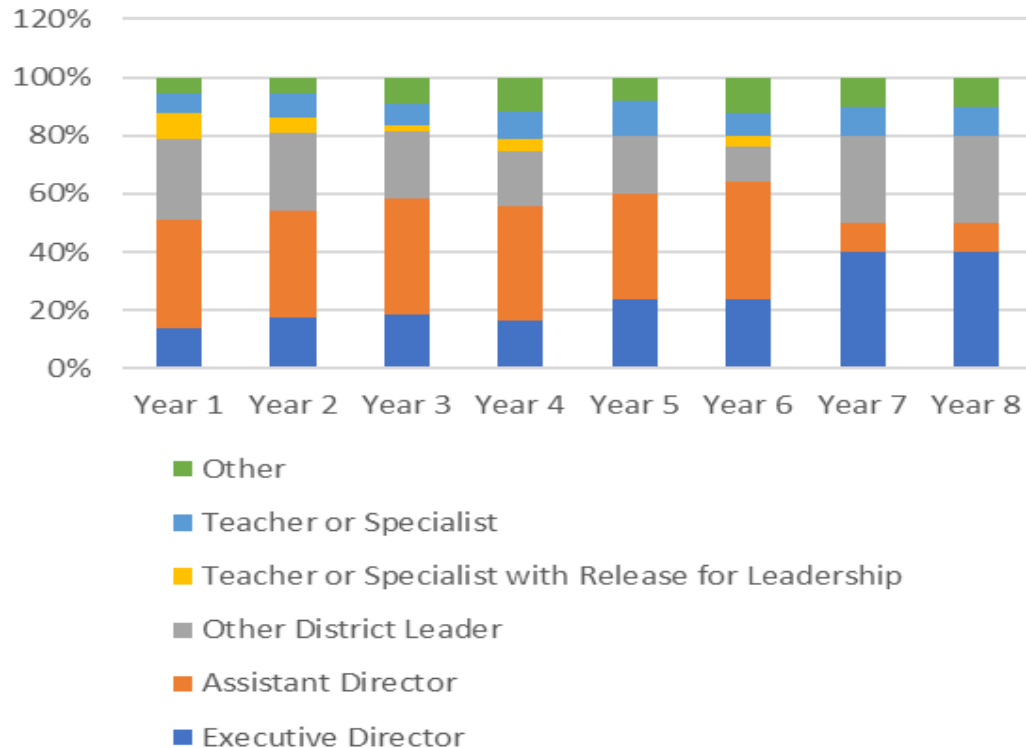
**The LSEA Responsibilities Model (Revision 6/18/22)**

RESPONSIBILITIES	LEADERSHIP OUTCOMES		LEADERSHIP ARENAS			STUDENT OUTCOMES	
1. DIRECTION	<ul style="list-style-type: none"><li><input type="checkbox"/> Purpose and priorities</li><li><input type="checkbox"/> Strategies</li><li><input type="checkbox"/> Effective practice information</li><li><input type="checkbox"/> Workplace norms</li></ul>		Leadership for the Special Education Program	District Support and Influence	School Support and Influence		Student Learning and Well Being  Equity  Procedural Compliance
2. SYSTEMS	<ul style="list-style-type: none"><li><input type="checkbox"/> Organizational architecture</li><li><input type="checkbox"/> Frameworks for compliance</li><li><input type="checkbox"/> Strategic resourcing</li><li><input type="checkbox"/> Problem solving</li><li><input type="checkbox"/> Stream of improvements</li></ul>						
3. INSTRUCTION AND SERVICES	<ul style="list-style-type: none"><li><input type="checkbox"/> Students qualified for services</li><li><input type="checkbox"/> Individual program planning</li><li><input type="checkbox"/> Multi-tiered framework for intensification</li><li><input type="checkbox"/> Data systems supporting intensification</li><li><input type="checkbox"/> Programs and tools for intensification</li><li><input type="checkbox"/> Comprehensive array of services</li></ul>						
4. PROFESSIONAL CAPACITY	<ul style="list-style-type: none"><li><input type="checkbox"/> Staffing</li><li><input type="checkbox"/> Working conditions</li><li><input type="checkbox"/> Professional learning</li><li><input type="checkbox"/> Reliable performance</li><li><input type="checkbox"/> Leadership pipeline</li></ul>						
5. COLLABORATION	<ul style="list-style-type: none"><li><input type="checkbox"/> Relationships</li><li><input type="checkbox"/> Frameworks for collaboration</li><li><input type="checkbox"/> Conflict engagement</li><li><input type="checkbox"/> Public engagement</li></ul>						
6. MANAGING SELF	<ul style="list-style-type: none"><li><input type="checkbox"/> Leadership identity</li><li><input type="checkbox"/> Motivated and skillful learner</li><li><input type="checkbox"/> Cultural competence and humility</li><li><input type="checkbox"/> Effective self-deployment</li></ul>						

# ECSEL OUTCOMES

*71 Graduates  
Cohorts 1-5  
84% in  
Administrative  
Positions*

Percentage of ECSEL Graduates in  
Various Leadership Roles by Years  
since Program Completion



# Administrators Improving Multi-Tiered System of Supports

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# Project AIMS Receives Funding of \$ 997,558

- The Office of Superintendent of Public Instruction joined with the University of Washington Bothell in a successful application for the Washington AIMS (Administrators Improving Multi-tiered Systems of Support) project.
- The project received five years of funding from the U. S. Department of Education's Office of Special Education (OSEP) to support local leadership for multi-tiered systems of support (MTSS) in schools and districts across the state.



Washington AIMS



# Washington AIMS Project Goals

- Professional learning for approximately 75 district/school administrators leading MTSS implementation
- Impact on services in participants' districts
- Impact on state-wide goals for MTSS implementation



Washington AIMS

# AIMS Theory of Action

- MTSS framework can improve student learning in Washington
- Local administrative leaders are key to MTSS implementation
- Skillful leadership depends on knowledge of MTSS and ability to lead from within the district
- Needed skills are developed through study, action, and collaboration



Washington AIMS

# Washington AIMS Project Structure

1. Year long cohort of approximately 15 members
2. Meets one Saturday per month October-May
3. AIMS faculty work with participants on a MTSS Developmental Leadership Plan
4. Opportunity to interact with and learn from national experts and researchers
5. Project content directly supports the 2028 target date for districts to begin implementing a RTI-based SLD identification process
6. Support for project dissemination at state and national conferences
7. \$1,000 stipend upon completion of the cohort



Washington AIMS

## Administrators Improving Multi-Tiered Systems Cohort 3

Date & Time	In-Person/ Virtual	Expert Consultant(s)	Competency Cluster	Core Book Readings	Leadership Capabilities
9/13/22 5:00-6:00	Virtual via Zoom	Rasplica, King, Ruby, May & Bellamy	Orientation		Overview
10/22/22 8:00-3:30	In-Person UW Bothell	Sarah Arden, Ph.D. American Institutes for Research	School-Wide Multi-Level Academic and Behavioral Prevention System & the MTSS Rubric	McIntosh & Goodman, Ch. 1-2 Brown-Chidsey & Bickford, Ch. 1-2 Gibbons et al., Ch. 1	-Build and share MTSS expertise
11/19/22 8:00-3:30	In-Person UW Bothell	Erica Lembke, Ph.D. University of Missouri	Universal Screening and Progress Monitoring	Brown-Chidsey & Bickford, Ch. 19-21 McIntosh & Goodman, Ch. 3 Gibbons et al., Ch. 4	-Develop and use data for leading -Build capacity
12/10/22 8:00-3:30	In-Person UW Bothell	Rachel Brown-Chidsey, Ph.D. University of Southern Maine	Developing District and School Teams and Tools	McIntosh & Goodman, 5 Brown-Chidsey & Bickford, Ch. 6-8 Hooper & Bernhardt, Ch. 4-6	-Lead for change -Make the case -Build capacity
1/21/23 8:00-3:30	In-Person UW Bothell	Matt Burns, Ph. D. University of Missouri Sarah Powell, Ph.D. UT Austin	Research-Based Core Reading and Math Instruction	Brown-Chidsey & Bickford, Ch. 5, 14, 18 Gibbons et al. Ch. 2, 4, 5, 6, & 7	-Lead for reliable performance -Lead for change -Build capacity
2/18/23 8:00-3:30	In-Person UW Bothell	Kent McIntosh, Ph.D. University of Oregon	Developing, Sustaining, and Integrating Complex systems	McIntosh & Goodman, Ch. 4, 6, & 7 Brown-Chidsey & Bickford, Ch. 3-4	-Make the case -Build and share MTSS expertise
3/18/23 8:00-3:30	In-Person UW Bothell	Rob Horner, Ph.D. University of Oregon	Identifying and Implementing Evidence-Based Behavioral Practices	Review McIntosh Ch. 2	-Lead for reliable performance -Build capacity
4/15/23 8:00-3:30	In-Person UW Bothell	Christopher Lemons, Ph.D. Stanford University	Identifying and Implementing Evidence-Based Academic Instructional Practices	Brown-Chidsey & Bickford, Ch. 15-17, 23	-Build capacity
5/20/23 8:00-3:30	In-Person UW Bothell	Susan Ruby, Ph.D. Eastern Washington University	Data-Based Decision Making & Putting It All Together	McIntosh & Goodman, Ch. 8 - 10 Gibbons et al., Ch. 6-8	-Develop and use data for leading -Build capacity

# Project Staff

## Cohort 3

- Co-Director Tania May, Assistant Superintendent for Special Education, OSPI
- Co-Director Tom Bellamy, Professor Emeritus, University of Washington Bothell
- Project Coordinator William Rasplica, Executive Director Learning Support Services – Retired & UW Bothell Instructor
- Susan Ruby, Professor, Eastern WA University
- Stephanie King, Executive Director Marysville SD
- Mary McGuire, Professor, UW Bothell
- Kellie Holden, Administrator, UW Bothell Goodlad Institute



Washington AIMS

I am so thankful to have been in the AIMS program...I know I am a better leader because of it.

I loved this program and wish it was a two year partnership vs one.

I thought I had a pretty good understanding of MTSS prior to this course; however, I now know there is a lot more to it. This year my confidence in understanding and ability to see how pieces fit together is so much more.

The resources, books, and expert presentations were super beneficial.

The WAAIMS project was an invaluable learning cadre. I have learned a significantly deeper level of knowledge around MTSS implementation.

This class has been extraordinarily helpful, especially as I am new to this work and trying to thread the needle about how it works with and not against special education

With our new Superintendent in place since February, MTSS work was able to move forward again, but at a much smaller scale. I am confident we will be able to engage in this work in 22-23. I am hopeful that our cohort will have opportunities to continue times to network and collaborate.

The Washington AIMS class has been ***the*** most helpful professional development for preparing to lead MTSS work in my district. I am confident this project will be beneficial for district leaders, building leaders and those just getting started. Honestly, now that I know more, I want to take the class again, and grow in my skills and understanding – make me your first call when you do the Washington AIMS 2.0 class!

Dana Bailey  
Assistant Superintendent  
Issaquah SD

