



Navigating the Year Ahead in Special Services

July 15, 2016

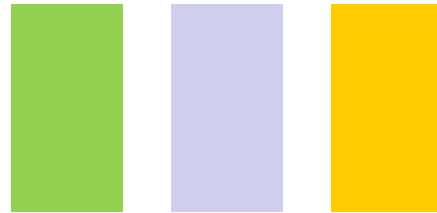
About me!

- ✓ 2001 TFA
- ✓ Worked at TFA for a long time: managed regional program, coached aspiring leaders, designed leadership development programs
- ✓ Consulted w/ large urban districts on human capital reform via TNTP
- ✓ Work on Special Ed strategic initiatives

Pair - Share



Find one person with a similar colored paper to you.



Discuss this question:

In what ways is this quote relevant to the work you are taking on this year as a Special Services Leader?

How are these quotes relevant?



If you can't describe your strategy in twenty minutes, simply and in plain language, you haven't got a plan."

— Larry Bossidy, Execution: The Discipline of Getting Things Done



Organizations don't execute unless the right people, individually and collectively, focus on the right details at the right time." — Larry Bossidy, Execution: The Discipline of Getting Things Done



In preparing for battle I have always found that plans are useless, but planning is indispensable."

— Dwight D. Eisenhower

Where we're headed in this session

Aims

- ✓ Explain to key school audiences what the core Special Services work is in 16-17, including the impact it has on Special Services goals
- ✓ Identify what might get in the way of doing Special Services work well
- ✓ Begin to anticipate and plan for the beginning of year Special Services work.

Agenda

- 1 Opening
- 2 Framing, Aims + Agenda
- 3 Internalizing the Special Services Must-Dos
- 4 Kicking off Beginning of Year Planning
- 5 Closing

Agenda

1 Opening

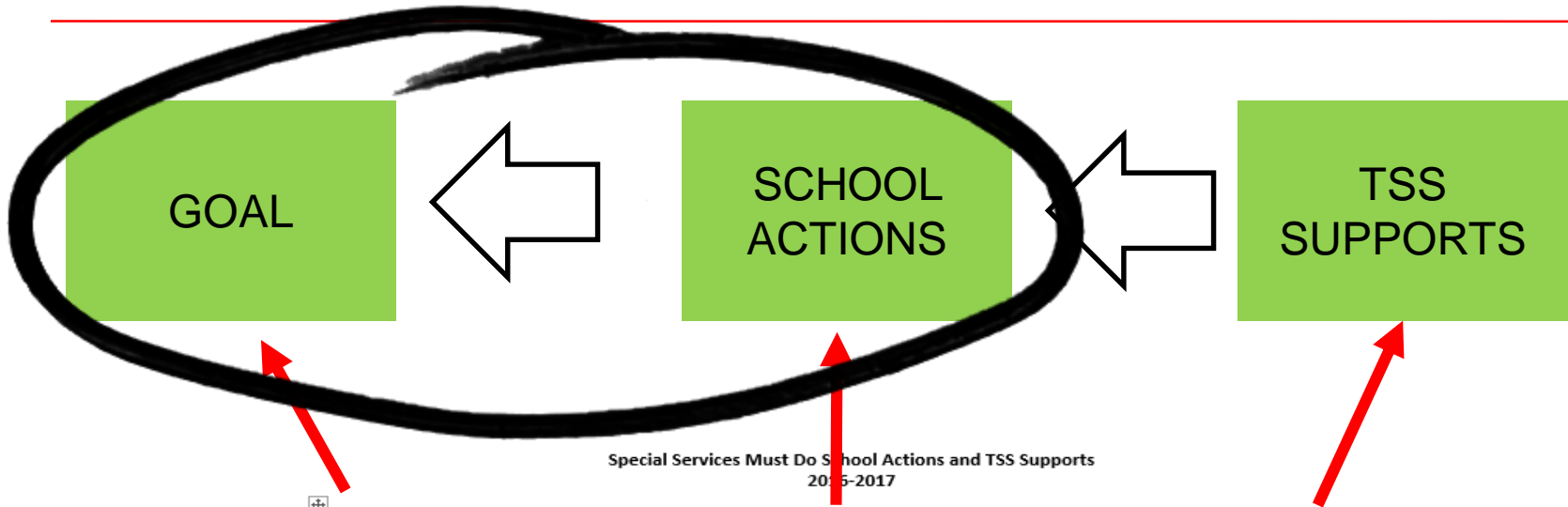
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What are the Must-Dos?



Special Services Must Do School Actions and TSS Supports
2015-2017

SPECIAL SERVICES FOCUS AREAS: *** Each school will have a specific target based on previous year's baseline data.	MUST DO School Actions:	TSS will do the following to support:
<p>Gap Closing CTT/ICT and Special Education Instruction</p> <p><i>Goal:</i> Significantly decrease the gap between the average IA scores of scholars with disabilities and general education peers (3x/year using Illuminate)</p>	<ul style="list-style-type: none"> ✓ SSLs/ADs conduct walkthroughs to observe for maximizing two adults in co-taught classrooms; send batch email feedback to teachers/coaches/Principal. (2x/month from mid-October through beginning of November; then monthly through June) ✓ SSLs/ADs ensure co-teachers are meeting at least weekly. ✓ Regularly monitor data to ensure students with IEPs are growing faster than general education peers – and create clear action steps as necessary. ✓ SSLs ensure teachers have updated IEPs/504s at a Glance. ✓ SSLs ensure teachers are implementing the IEPs/504 Plans by regularly conducting accommodations walkthroughs (2x/month from mid-October through beginning of November; then monthly through June). 	<ul style="list-style-type: none"> ✓ Monthly: Preview the Special Services Calendar must dos. ✓ 3x/yr: Facilitate a data and program analysis meeting to review student achievement data for students with disabilities and potential disabilities (including CTT data), and identify the top two key actions to improve student outcomes. ✓ In the 3 months after each data meeting: Align visits to supporting these key actions. ✓ In most cases, visits will include: <ul style="list-style-type: none"> ○ Observing coteaching (using rubric) ○ LASW
<p>Authentic Compliance</p> <p><i>Goal:</i> Legal meetings, including IEPs, triennials and 504s, occur within appropriate legal timelines. (Monthly using SPATA)</p>	<ul style="list-style-type: none"> ✓ SSLs ensure all meetings (IEPs, initials, 504s) occur on time. ✓ SSLs review SPATA monthly and ensure all data is up to date. ✓ SSLs meet all authentic compliance must dos on the Special Services Calendar. ✓ As needed: Escalate issues and roadblocks as they arise (e.g. working with the district). 	<ul style="list-style-type: none"> ✓ Monthly: Preview the Special Services Calendar must dos. ✓ Review IEPs/504s at a Glance and spot check for quality. ✓ Co-conduct an accommodations walkthrough and send batch feedback. ✓ As needed: Troubleshoot issues that arise. ✓ (if issues arise) Facilitate principal meeting to align on key compliance must dos.
<p>Reading Intervention</p> <p><i>Goal:</i> Students who begin the year below both triggers make significant reading growth (as measured by Lexia) Gr 3-4: 200+ L Gr 5-8: 150+ L Gr 9-12: 100+ L</p>	<ul style="list-style-type: none"> ✓ SSLs/ADs ensure ALL students below both triggers are in the right reading interventions. ✓ Ensure reading intervention teachers are trained. ✓ Ensure reading intervention progress monitoring captures data weekly. (Guided Reading: conference notes and running record; Wilson: dictation and word list reading) ✓ SSLs/ADs ensure students in reading interventions are growing by: <ul style="list-style-type: none"> ○ 1x/wk: Observing and providing feedback (using the FDIIs) to ensure quality execution ○ Every other week: Reviewing data from reading interventions (progress monitoring) 	<ul style="list-style-type: none"> ✓ Monthly: Preview the Special Services Calendar must dos. ✓ 3x/yr: Facilitate a data and program analysis to review reading intervention data, ensure all must do actions are solid, and identify the top two key actions to improve reading intervention outcomes. ✓ Next 3 months: Align visits to supporting these key actions. ✓ In most cases, visits will include: <ul style="list-style-type: none"> ○ Co-observing reading interventions ○ Reviewing reading intervention data to ensure progress

Internalizing the Must-Do's along 4 dimensions:

1. Impact on Goals

2. Managing Up

3. Managing Across

4. Priority Killers



Order of Dances.

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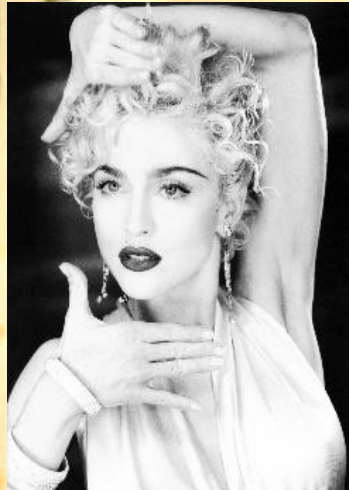
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27. KEDONA

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HOME, SWEET HOME.

Wanna dance with somebody??



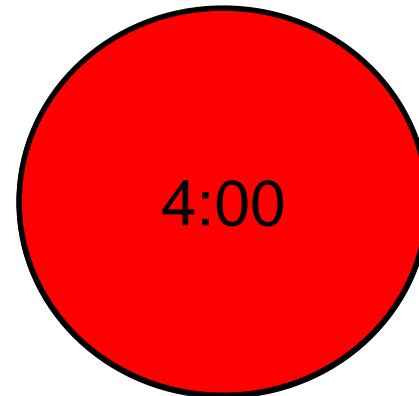
Fill out your dance card!

**Guided
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Dance 1: the Moonwalk, aka Gap Closing Instruction



- ✓ Read the goal, “must-dos,” and TSS support for Gap Closing Instruction.
- ✓ With your dance partner, ~~do the moonwalk~~ answer the discussion questions.
- ✓ After four minutes, we’ll come back together to share out.



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Dance 1 – Share Out



Gap Closing SPED/ICT Instruction

Impact: What is the impact of doing these “must-do” items well on the overall goal for the core work?

Managing up: How would you describe this work to your principal?

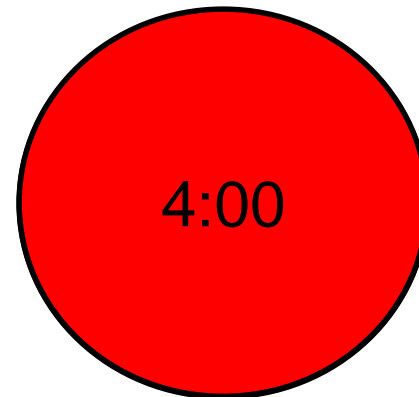
Managing across: Who are the other stakeholders to whom you’ll have to partner with at your school in order to do these things well?

Priority killers: What are the priority killers that would take your attention away from this goal or area?

Dance 2: the Electric Slide – Authentic Compliance



- ✓ Read the goal, “must-dos,” and TSS support for Authentic Compliance
- ✓ With your dance partner, ~~do the electric slide~~ answer the discussion questions.
- ✓ After four minutes, we’ll come back together to share out.



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Dance 2 – Share Out

Authentic Compliance

Impact: What is the impact of doing these “must-do” items well on the overall goal for the core work?

Managing up: How would you describe this work to your principal?

Managing across: Who are the other stakeholders to whom you’ll have to partner with at your school in order to do these things well?

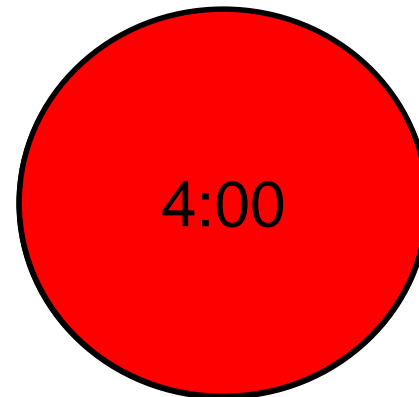
Priority killers: What are the priority killers that would take your attention away from this goal or area?



Dance 3: the Dirty Dancing Lift, aka Reading Intvn



- ✓ Read the goal, “must-dos,” and TSS support for Reading Intvn
- ✓ With your dance partner, jump ~~into his/her arms~~ answer the discussion questions.
- ✓ After four minutes, we’ll come back together to share out.



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Dance 3 – Share Out



Reading Intervention

Impact: What is the impact of doing these “must-do” items well on the overall goal for the core work?

Managing up: How would you describe this work to your principal?

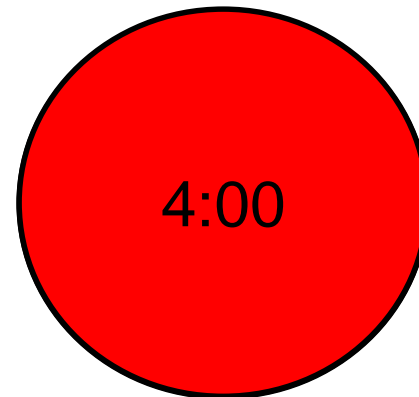
Managing across: Who are the other stakeholders to whom you’ll have to partner with at your school in order to do these things well?

Priority killers: What are the priority killers that would take your attention away from this goal or area?

Dance 4: Vogueing, aka Behavior Intervention



- ✓ Read the goal, “must-dos,” and TSS support for Behavior Intvn
- ✓ With your dance partner, vogue answer the discussion questions.
- ✓ After four minutes, we’ll come back together to share out.



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Dance 4 – Share Out



Behavior Intervention

Impact: What is the impact of doing these “must-do” items well on the overall goal for the core work?

Managing up: How would you describe this work to your principal?

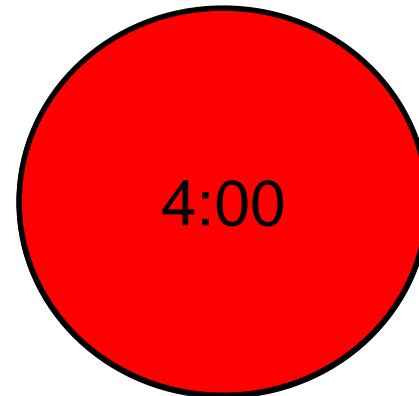
Managing across: Who are the other stakeholders to whom you’ll have to partner with at your school in order to do these things well?

Priority killers: What are the priority killers that would take your attention away from this goal or area?

Dance 5: the Macarena, aka Talent



- ✓ Read the goal, “must-dos,” and TSS support for Talent
- ✓ With your dance partner, ~~do the macarena~~ answer the discussion questions.
- ✓ After four minutes, we’ll come back together to share out.



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Dance 5 – Share Out



Talent

Impact: What is the impact of doing these “must-do” items well on the overall goal for the core work?

Managing up: How would you describe this work to your principal?

Managing across: Who are the other stakeholders to whom you’ll have to partner with at your school in order to do these things well?

Priority killers: What are the priority killers that would take your attention away from this goal or area?

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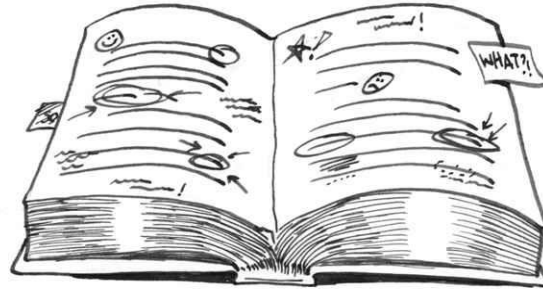
5 Closing

About the Special Services Calendar




NOTICE:
Important Calendar
Change

Read + annotate BOY calendar items



✓ Read August, September, and any “repeatedly do” calendar items for ALL core areas

✓ Annotate for the following:

 Questions you have that need answered

 Things you need to flag for principal or other stakeholder

 Potential hotspots: things you know now that you need to troubleshoot

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Wrap Up



Use the next 10 minutes to make two lists:

1. What outstanding questions do you have about the must-do's and/or BOY calendar items for your TSS point person?
2. What does your principal need to know about specific things on the must-do's and/or BOY work?



Before you leave: email list #1 to your TSS Director. This will inform your first meeting together.

Last Item!



Sign up with Emily for a 2-on-1 tutorial of this important network system!

Agenda for New SSL Training

Time	Track 1	Track 2
8:00-8:30am	Opening	
8:30-10:00am	Navigating the Year Ahead in Special Services	
10:15-11:45am	Authentic Compliance	Co-Teaching
11:45am-12:15pm	[All Leaders]: Lunch	
12:15-1:45pm	Reading Intervention	Authentic Compliance
2:00-4:30pm	[All Leaders]: Triathlon	

Track 1 (Reading Intvtn)

- MaryBeth
- Suhani
- Emily R
- Emily G.

Track 2 (Co-Teaching)

- Courtney
- Nicole G.