MAASE Focus Areas:

We will align and organize the strategic priorities and work of MAASE to focus on the following elements:

High Quality Student Evaluations	Specially Designed Instruction	Skilled Staff	Program Evaluation

Through the platforms of:

Association Partnerships	Legislative Action and Advocacy	Professional Learning	Membership Services

EdCamp is an open format where group members share thoughts to help one another in implementation of "real life" practice. These notes reflect the thinking of someone in the group but do not represent an official position on behalf of MAASE. Anyone using this as a resource is encouraged to use their best judgment in interpreting the suggestions.

MAASE EdCamp Format:

1. Clarify the Problem of Practice to Solve
2. Collaborate around the Problem of Practice by offering suggestions and resources
3. Give feedback to the committee on how to improve next time

Notes:
Clarifying the Problem of Practice:
- Center based program:
    - MiCiP process is utilized in Bloomfield. School Improvement driving planning.
    - Overview of which tools to utilize. Collaborative through staff and pto.
- Center based program: (use is universal also building-wide)
    - CETA-R through START utilized.
    - Can feel like an evaluation. Look at what is and what is not occurring in a classroom.
    - Contact your START representative to implement
    - Can be used in non-ASD classrooms
    - Use it as a reflection tool to plan and grow. Improvement plan development possible.
- Pushback with evaluation tools
    - Identifying tools as specific to eligibility and not seeing past the lens of how it can be utilized within multiple settings.
        - Example: START is a grant, not an eligibility specific support
- How do you gate keep eligibility program implementation
    - Ed Benefit conversation
- How do you identify a problem solving process?
- Teachers often do not understand a 'personal curriculum' and what that means.
- Pushback when implementing accommodations, some team members may not understand how the identified supports support learning based on information.
- Where does behavior fit in?
    - Support when it looks like pulling students out of GE when they aren't successful behaviorally
    - Helping to understand SE is not a place but a service
    - When GE focuses on SE students and it becomes a spotlight- not seeing other students with same behaviors

Solutions:
- How do you support staff when they see it as an evaluation of their work
    - Providing a lens of best practices and focus of program and not person.
    - Doing the evaluation together. (self assessment) Team lens.
    - Some remain rigid against
    - Frontload the support lens. Rebuilding to improve after Covid.
    - Culture of growth after Covid
    - "We did what we did when we knew what we knew"
    - Admin not being involved. Coaching process, not evaluation of person. Not punitive.
    - Team approach to review data and group feedback. Frame conversation to be inclusive.
    - Positive feedback as well.
- Ed Benefit Review *Melissa Strobridge from MAASE can further provide information regarding tools and supports or contact your ISD
    - Oakland supported Bloomfield. Still some pushback with staff. Creating a culture of growth, support.
    - IEP Review to support growth
    - Hiring coaches to support processes within quality IEP development
    - Using a compliance lens
    - Training group first (psych) then they are able to support the process during subsequent trainings
        - What recommendations can the team come up with to support further reviews?
    - Peer support for evaluation of program implementation
- Defining your program Goals
    - Evaluating based on goals. What should we see based on how your program operates. Utilizing the team to support what 'best practices' should look like.
    - What skills does your program help develop for students, then reviewing fidelity?
- Ed Benefit Reviews help multiple problems of practice focus areas.
- Entrance and Exit indicators
    - Made them district specific
    - What has been implemented, what were the results
    - MI-ACCESS flowchart/pathway
- Providing a detailed problem solving process for teams GE/SE to help drive conversation (Megan Colligan)
- Supporting teachers with processes and information when it comes to personal curriculum and how the departmentalization of programming can support. This often works within Secondary.
- Providing 'the why' to all team members to help understand supports and services
- West Shore ESD has a tool to help hold conversations when discussing supports, continuum, need
- Needs Matrix (Shiawassee)
- Behavior Support
    - Wrap around behavior support: (Megan Colligan) Utilizing funds to create a new position
    - LRE model. FBA/PBSP? Has the team reviewed the PBSP to ensure the plan is implemented with fidelity? Is the FBA still relevant?
    - START model. Triad. Translates into adult living.
    - Kent ISD: Fidelity Inventory
    - Identifying what behavior goal we are 'fixing' to give them the ability to remain included.
        - GE needs to drive these conversations
    - Classroom 180 (Heather Forbes) review of environment to determine supports available already and what can be implemented to increase support.
    - What does success look like and where does that occur within the child's day
    - Relationship building is key