

To borrow from Learning Forward (formerly known as the National Staff Development Council), if we are going to ultimately change the practices of leaders and teachers, we must impact:

Table Discussion:

What are your responses? Do any of these resonate with you? If so, in what way?

<p>As a Special Education Leader, does your work look like this?</p>	<p>IF YOU SENT A ONE-QUESTION SURVEY TO PRINCIPALS AND TEACHERS, HOW WOULD THEY ANSWER?</p> <p>WHAT IS THE TOP PRIORITY FOR THE SPECIAL EDUCATION DEPARTMENT?</p>
<p>80% of parents who are highly upset and escalated: --Are broken-hearted that their child is not making enough progress. They think the school should have the answers, and/or -Believe that someone in the school has greatly offended them.</p>	<p>If your compliance and daily operations are strong now, they won't be for long if you don't focus on instruction.</p>
<p><i>If you spend all of your time fighting fires, you will always</i></p>	<p>If all IEPs are in full compliance, but we have not provided the instruction that students need, we have not met our obligation.</p>

*spend all of your time
fighting fires.*

**Paperwork protects adults.
Instruction protects students.**

Do You Have an Elevator Speech?

You actually need more than an elevator speech to explain the complexities of your work as a special education leader, but the point remains. Have you developed 8-10 slides or a one-page, highly graphic summary that sends a clear message that improving the achievement and learning of our students with disabilities is beneficial for all stakeholders? With everyone's plates overflowing, we want to bring to the forefront the needs of our students.

My 10-minute presentation includes data and stories about students. In every state, students with disabilities have an enormous influence on whether districts or schools earn high marks on the state's accountability system - whatever that looks like. In fact, students with disabilities statistically weigh more than other students because they are critical members of every group, comprise the entire disability subgroup and are also highly influential in other categories (i.e., "closing the gap" indicators or the like).

In just a few well-constructed slides or bullets, you can show how beneficial it is to focus on the instruction provided to students with disabilities in general and special education classrooms. That is a powerful message for the Curriculum and Instruction Department, Principals and Teachers.

Through your compelling bullets and graphics you can demonstrate how districts and schools must focus on students with disabilities if they are truly going to be successful. You can also show that providing instructional practices that assist our students with IEPs will also be extremely powerful for many (and probably most) other students!

If you haven't developed your short presentation or that one-pager, work with your team to make that a top priority in the next two weeks.

Keep up the great work! You are changing the lives of students every day!

Table Discussion:

Considering the text above, have you used data to communicate the needs of students with disabilities? If so, how?

Table Discussion:

What responses do you have re: the discussion about using data to garner momentum/partnership from others? (Think other central office departments and Principals.)

How could you use data in your district for this purpose?

TABLE WORK: RATE THE POTENTIAL PARTNERS FROM MOST IMPORTANT (1) TO LEAST IMPORTANT (10) IF THE GOAL IS TO IMPLEMENT GREAT INSTRUCTION FOR STUDENTS WITH DISABILITIES ACROSS THE DISTRICT.	
General Education Teachers	Principals
Finance Department	Special Education Teachers
Assistant Principals	Curriculum/Instruction Dept.
Superintendent	Paraprofessionals
Supervisors of Principals	HR Department

Which words describe your relationship with Principals and Assistant Principals? Why?	
Supportive	Unequal

Stressed	Supportive
Transparent	Tentative
Collaborative	Aligned
Positive	Continuous
Equal	Only Focused on Fires
Not Helpful	Helpful

Possible Timeline – Central Office Initiatives

Summer and Early Fall: Evaluate all statewide data

Late Fall: Get all central office personnel to develop a unified and common understanding of the priority elements of GREAT instruction

January through April: Provide ongoing training, coaching, support and brainstorming for Principals, Assistant Principals, Coaches, etc.

January through April: Assist Principals with structural changes that need to occur (i.e., school scheduling, personnel allotments, etc.)

March/April: Publish a schedule of training over the summer for school teams (including teachers) - offered multiple times to allow for different vacation schedules

June/July: Provide many opportunities for school teams to participate in training

Throughout the school year: Align all trainings, meetings, coaching, and evaluation systems to focus on the instructional practices. Expect school-based reflections, PLCs, etc.

10 Steps to Make It Happen

Building Initiatives that Impact Change

	10 Steps	2 Ideas You Want to Keep
1		
2		
3		
4		
5		
6		
7		
8		
9		

10		
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Let's get back to our vision...

At the end of next year, when I walk into classrooms...

- I want to see teachers:

- I want to see students:

- I want to see Principals/Assistant Principals:

In order to make that happen, at the Central Office, I need to unite and partner so that we...

Three Steps I Can Take in the Next 3 Weeks (Immediate Steps)

- 1.**
- 2.**
- 3.**

Three Steps I Can Take to Start Building

- 1.**
- 2.**
- 3.**

Three Longer-Term Actions

- 1.**
- 2.**
- 3.**