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
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?

“The best plan is the one you can execute.” — Dwight D. Eisenhower

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

2 Framing, Aims + Agenda

3 Internalizing the Special Services Must-Dos

4 Kicking off Beginning of Year Planning

5 Closing
What are the Must-Does?

### Special Services Must Do School Actions and TSS Supports

<table>
<thead>
<tr>
<th>SPECIAL SERVICES FOCUS AREAS</th>
<th>MUST DO SCHOOL ACTIONS:</th>
<th>TSS will do the following to support:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gap closing ESE/ICT and Special Education Instruction</strong>&lt;br&gt;Goal:&lt;br&gt;Significantly decrease the gap between the average IR scores of students with disabilities and general education peers (1/year using Illumi)</td>
<td>✓ SSL/ADs conduct walkthroughs to observe for maximizing two adults in taught classrooms; send batch email feedback to teachers, coaches, principal (2/month from mid-October through beginning of November; then monthly through June)&lt;br&gt; ✓ SSL/ADs ensure co-teachers are meeting at least weekly.&lt;br&gt; ✓ Regularly monitor data to ensure students with IEPs are growing faster than general education peers—and create tiered action steps as necessary.&lt;br&gt; ✓ SSLs ensure teachers have updated IEPs/504s at glance.&lt;br&gt; ✓ SSLs ensure teachers are implementing the IEPs/504s plans by regularly conducting accommodations walkthroughs (2/month from mid-October through beginning of November; then monthly through June).</td>
<td>✓ Monthly: Preview the Special Services Calendar must do.&lt;br&gt; ✓ Bi-Weekly: Facilitate a data and program analysis meeting to review student achievement data for students with disabilities and potential disabilities (including ESE, ICT), and identify the top two key actions to improve student outcomes.&lt;br&gt; ✓ In the 3 months after each data meeting: Align visits to supporting these key actions.&lt;br&gt; ✓ In most cases, visits will include: &lt;br&gt; - Observing co-teaching (using rubric)&lt;br&gt; - I/EY</td>
</tr>
</tbody>
</table>
Internalizing the Must-Do’s along 4 dimensions:

1. Impact on Goals

2. Managing Up

3. Managing Across

4. Priority Killers
Order of Dances.

1. TROPESE (Waltz)

2. TROPESE (Tango)

3. TROPESE (Valse)

4. TROPESE (Foxtrot)

5. TROPESE (Blues)

6. TROPESE (Jive)

7. TROPESE (Swing)

8. TROPESE (Charleston)

9. POLKA

10. REDONA

11. SUPPER

Alle Neune.

Home, sweet home.
Wanna dance with somebody??

Fill out your dance card!
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.

Guide Notes p. 3
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.
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 and answer the discussion questions.
- After four minutes, we’ll come back together to share out.

Guide Notes p. 5
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 and answer the discussion questions.
- After four minutes, we’ll come back together to share out.

Guide Notes p. 6
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.

Guide
Notes
p. 7
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?
Agenda

1 Opening

2 Framing, Aims + Agenda

3 Internalizing the Special Services Must-Dos

4 **Kicking off Beginning of Year Planning**

5 Closing
About the Special Services Calendar

WHAT?

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.
Sign up with Emily for a 2-on-1 tutorial of this important network system!
## Agenda for New SSL Training

<table>
<thead>
<tr>
<th>Time</th>
<th>Track 1 (Reading Intvn)</th>
<th>Track 2 (Co-Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30am</td>
<td>Opening</td>
<td></td>
</tr>
<tr>
<td>8:30-10:00am</td>
<td>Navigating the Year Ahead in Special Services</td>
<td>Co-Teaching</td>
</tr>
<tr>
<td>10:15-11:45am</td>
<td>Authentic Compliance</td>
<td>Co-Teaching</td>
</tr>
<tr>
<td>11:45am-12:15pm</td>
<td>[All Leaders]: Lunch</td>
<td></td>
</tr>
<tr>
<td>12:15-1:45pm</td>
<td>Reading Intervention</td>
<td>Authentic Compliance</td>
</tr>
<tr>
<td>2:00-4:30pm</td>
<td>[All Leaders]: Triathlon</td>
<td></td>
</tr>
</tbody>
</table>

### Track 1 (Reading Intvn)
- MaryBeth
- Suhani
- Emily R
- Emily G.

### Track 2 (Co-Teaching)
- Courtney
- Nicole G.