

New Special Education Directors Academy

July 14, 2016

MO-CASE

What is MO-CASE?

- A subdivision of Council of Administrators of Special Education – CASE
 - Which is one of 17 Divisions of Council for Exceptional Children – CEC
 - Between 900 and 1,000 MO-CASE supporters throughout the state

The Primary Purpose

- To promote professional leadership among special educators
- To promote the study of issues common to it's members
- To communicate information that will assist in the development of improved services for exceptional children in the State of Missouri
- To participate actively in the improvement of special education programs in the State of Missouri

How MO-CASE accomplishes it's mission:

- MO-CASE website: www.mo-case.org
- 17 LASE groups located throughout the state:

<ul style="list-style-type: none"> • Charitan Valley – Moberly • Franklin County Cooperative LASE – St. Clair • JICBS LASE • Lake Area Directors • North Central LASE – Chillicothe • Northwest LASE – Maryville • South Central LASE – Rolla • Springfield Area LASE – Springfield • St. Louis Metropolitan Region LASE – St. Louis 	<ul style="list-style-type: none"> • ECSE Coalition Contact – Jefferson City • Jefferson City/Columbia LASE • Kansas City LASE – Independence • Mid Missouri LASE – Montgomery City • Northeast LASE – Kirksville • SEMO LASE • Southeast Joplin Area LASE – Webb City • St. Charles County LASE – St. Charles • West Central LASE – Sedalia
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- Regular Electronic Newsletters, Action Alerts, and Legislative Updates

How MO-CASE accomplishes it's goals:

- Fall Special Education Administrators Fall Conference, Dr. John Hodge, Keynote
 - September 18-20, 2016, at Tan Tar A Resort/Conference Center
 - Registration on MO-CASE website
 - MO-CASE supporter fee \$70
- MO-CASE Spring Law and Collaborative Conference at Tan Tar A Resort
 - March 1-3, 2017

- Association with CEC, CASE, MO-CEC, Thompson Center, MSHA, and MASP Professional Development opportunities
- Advocacy Efforts
 - Associated with Education Groups - SAC
 - Legislative /Policy efforts: Dr. Diane Golden

- Charles Cummings Scholarships - \$1,000
- Administrative Mentoring
 - DESE Mentoring requirements
 - A certification requirement – 2 years
 - 10 hours of mentoring support per year
 - Utilize the Leadership Performance Planning Process
 - August 2009 MO-CASE partnered with DESE to manage the AMP

- Administrative Mentoring:
 - Getting started:
 - Go to MO-CASE website, click on
 - RESOURCES →NEW DIRECTORS→AMP Registration form
 - Complete the MO-CASE Application
 - Your district will be charged a \$350 fee per year, of which \$300 goes to your mentor
 - Select a mentor and notify MO-CASE, or
 - Contact MO-CASE to assist you in selecting a mentor
 - Obtain approval from your superintendent for the mentor you selected and annual \$350 charges
 - Ten hours of face to face contact with your mentor
 - Before April 30, along with your mentor, submit assurance to MO-CASE of hours completed
 - MO-CASE will invoice your district \$350
 - Mentor will be paid \$300 by MO-CASE upon receipt of \$350 from your district

What will the priorities BE?

1. Lead in State and National discussion relative to the creation of a single unified system where research and evidence based practices are the universal standard for core, supplemental, and intensive instruction.
2. Ensure students with disabilities are fully included in the Top 10 by 20 Reform effort
3. Ensure students with disabilities fully participate in State Learning Standards.
4. Ensure students with disabilities are fully and fairly included in the new state wide Assessment system

Leadership for Special Education: The Time is NOW

Significant progress has occurred since P. L. 94-142 (IDEA) mandated a FAPE & LRE for all students with disabilities:

- Students with disabilities have full access to schools & many spend most of their day in regular classrooms;
- NCLB created accountability for all students; educator evaluations are tied to student growth;
- **An inclusive mindset has emerged among many educators; strong awareness of the range of student needs;**
- Instructional research and technological innovations have changed the nature of teaching & learning (What does FAPE look like in an on-line classroom?);
- Increasing incidence of students with autism and significant medical or cognitive impairments attending neighborhood schools;
- MTSS and RTI are replacing "wait to fail" eligibility models; fewer students with mild learning impairments identified for special education.

However:



Despite fundamental changes in schools.....

- Classroom & special education **teachers report being inadequately prepared to meet the diversity** of educational needs in today's classrooms.
- **More time and focus is spent on regulatory compliance activity**, than in planning/implementing specialized instruction.
- **Parallel systems** for general & special education **create barriers to innovative practices, efficient use of resources and shared sense of responsibility for all learners.**
- **The needs of students with disabilities are often not considered directly and proactively in school improvement and innovation initiatives**



Result:

70% of students with IEPs are not proficient in communication arts or math when they graduate (MO MAP data)— **Students with IEPs, consistently lag behind non-disabled peers on post secondary outcomes**

Not Good Enough



The Best way to predict the future is to invent it.

John Sculley, 1987

**Multi-Tiered System of Supports
Mission and Vision**

The vision of a Multi-Tiered System of Supports is to:

- Enhance the *capacity* of school districts to successfully implement and sustain a *multi-tiered* system of student supports with *fidelity* in every school
- *Accelerate and Maximize student academic and social-emotional outcomes* through the application of *data-based problem solving* utilized by *effective leadership* at all levels of the educational system
- Inform the *development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery* that prepares all students for *post-secondary education, and/or successful employment within our global society*

What Does it Look Like?

- All instructional and support services are delivered through a multi-tiered system
- Decisions regarding instruction/support are made using a data-based, problem-solving process
- All problem-solving considers academic and behavior (student engagement) together
- A district-based team is responsible for monitoring performance of schools to determine the overall "health" of the district

The Paradoxical Commandments of Leadership

1. People are illogical, unreasonable, and self-centered: love them anyway.
2. If you do good, people will accuse you of selfish, ulterior motives: do good anyway.
3. If you are successful, you win false friends and true enemies: succeed anyway.
4. The good you do today will be forgotten tomorrow, do good anyway.
5. Honesty and frankness make you vulnerable: be honest and frank anyway.
6. The biggest men and women with the biggest ideas can be shot down by the smallest minds: think big anyway.
7. People favor underdogs but follow only top dogs: fight for a few underdogs anyway.
8. What you spend years building may be destroyed overnight: build anyway.
9. Give the world the best you have and you'll get kicked in the teeth: give the world the best you have anyway. *Kent Keith*

“Way to Live Life”

Life should NOT be a journey to the grave with the intention of arriving safely in an attractive and well preserved body, but rather to skid in sideways, chocolate in one hand, Margarita in the other, body thoroughly used up, totally worn out and screaming,
“WOO HOO what a ride!!”

Choose a job you love and you will never work a day in your life.

Confucius
