

**Hit the Ground Running
OR
Just Hit the Ground!**

**Ohio Association of Pupil Services
Administrators**



May 3, 2019
Columbus, Ohio
Phyllis Wolfram
President
CASE





Council of Administrators of Special Education, Inc. 

1

**Running over the hurdles of ESSA,
IDEA, AND **Everything else**
to get to the PRIZE...
ALL Students LEARNING!**



Council of Administrators of Special Education, Inc. 

2

Everything Else

- Student Achievement
- Significant Disproportionality
- Medicaid
- Mental Health-Trauma Informed Schools
- Shortages: Teacher/ Related Services/ Admin

- Funding
- IDEA Reauthorization
- Public Funds to Subsidize Private Education
- Rethink Special Education
- SLD Consortia



3

CASE Is There For YOU!

- Telephone Conversations—
 - CEC, NASDSE, NAESP, AASA, NASSP, NASB
 - OSEP/OSERS
- Participation in Dept Round Tables
- White Papers and Policy Updates
- Legislative Consultant
- Website Resource with Links

Council of Administrators of Special Education, Inc. 

4

To Get IT Done...



We MUST...

Hit the Ground Running!

Council of Administrators of Special Education, Inc. 

5

So....The Answer is...

IMPACT CHANGE...Always!



How????

Strategic, Intentional & Influential

Council of Administrators of Special Education, Inc. 

6

The challenge of **leadership** is to
 be **strong** but not **rude**;
 be **kind**, but not **weak**;
 be **bold**, but not a **bully**;
 be **thoughtful**, but not **lazy**;
 be **humble**, but not **timid**;
 be **proud**, but not **arrogant**;
 have **humor**, but not **folly**.

Jim Rohn, American entrepreneur, author, and motivational speaker

Council of Administrators of Special Education, Inc. 

7

What is YOUR Leadership Philosophy?

- Will you hit the ground running?



Or

- Will you just HIT the ground?

Council of Administrators of Special Education, Inc. 

8

Strategic, Intentional, Influential

Leaders need....

- To be both provocative and prepared
- To be able to predict and plan
- To not just lead but lead well
- To not whine but be the catalyst for improvement
- To truly make a difference in the education of all students



9

Strategic

Strategic Thinking
 Strategic Planning
 Implementing

Evaluating:

Step 1: Identify Assess
 Step 2: Proposal Analyze
 Step 3: Try

Step 4:
 Step 5:
 Step 6:



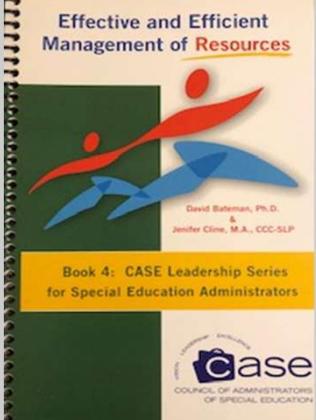
10

All parts of an educational institution or organization need to be integral to one another.

Bateman and Cline, Effective and Efficient Management of Resources, Book 4 CASE Leadership Series for Special Education Administrators



11





12

...Other Strategies

Plan - Do - Study - Act

RIOT

Review	Observe
Interview	Test



13

Intentional

Develop a mission and vision
(apply the KISS method)

Recognize Skills & Build Capacity

Collaboration

Link Leading to Learning



14



CASE STRATEGIC PLAN 2018 - 2020
CASE Mission: Provide leadership and support to members by **shaping policies and practices** that impact the quality of education.

STRATEGIC GOAL 1: (Leadership and Support)
CASE will provide resources to implement and administer special education programs.

STRATEGIC GOAL 2: (Shaping Policies and Practices)
CASE will be recognized as the voice of local special education administrators.

Communication	Objectives: A. Improve communication through technology; providing advocacy and policy updates, current resources and networking opportunities. B. Provide professional development activities and publications critical to the field. C. Develop standards for the field in special education administration. D. Develop and maintain strong state and provincial units.
Education	
Standards	
Unit Support	
Advocacy/Policy	Objectives: A. Develop and advocate for positions on critical issues, public policy and future legislation. B. Promote partnerships and member involvement with professional organizations, higher education, governmental agencies, etc. C. Promote increased membership and engagement in CASE and CEC leadership. D. Collect, analyze and disseminate research-based information on critical issues and best practices.
Collaboration	
Membership	
Research	

15

Recognize Your Skills & Build Capacity

A leader is a person you would follow to a place you would not go yourself.

Joel Barker, Future Edge, 1992



16

What are your skills?
How do you know?
How will you find out?

Phyllis Wolfram - Strength Finder

Achiever	Communication
Includer	Futuristic




17

Collaboration

“The problem is that collaboration is an unnatural act committed by unwilling adults despite mutually benefitting goals. For many school systems, collaboration happens only during retreats (the perfect word). After the retreat, everyone retreats back into their windowless silos. And then these systems wonder why outcomes are not improving.”

Steve Kucic, *Organizational Change: Transformative Leadership for Special Education*, Book 3: CASE Leadership Series for Special Education Administrators



18

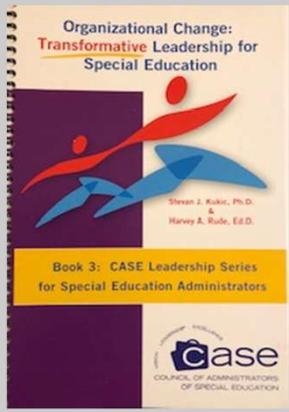
...if Shared Responsibility

“Collaboration will result in improved outcomes only when it is purposeful and practiced at all times on all occasions.”

Steve Kukic, *Organizational Change: Transformative Leadership for Special Education, Book 3: CASE Leadership Series for Special Education Administrators*



19




20

Linking Leading to Learning

- Know the Law(s)
- Understand the Pedagogy AND the Learner
- Identify the Disconnect
- Work to Change the Law, the Teaching, and the Learning

May 14, 2009 Council of Administrators of Special Education, Inc



21

A Global Vision, The National Perspective, and Your Reality!



22

IDEA Reauthorization Recommendations



- IDEA reauthorization – When?
- CASE developed member driven IDEA reauthorization principles and recommendations in 2016
- Proactive vs. Reactive!



23

Influential

Shared Leadership

Choose your attitude

Lead by Convening

Advocacy



24

Shared Leadership

How often do you exhibit these behaviors?

always - sometimes - must begin

I enable others to act.
 I challenge the process.
 I model the way forward.
 I inspire a shared vision.

Chambers, *The Journey to Effective Leadership, Book 1: CASE Leadership Series for Special Education Administrators*



25

I encourage the heart by:

- praising a job well done
- expressing confidence in the abilities of others
- creatively rewarding contributions
- recognizing commitment to shared values
- finding ways to celebrate accomplishments
- giving team members appreciation and support

Chambers, *The Journey to Effective Leadership, Book 1: CASE Leadership Series for Special Education Administrators*



26

I develop relationships with all stakeholders to address current and future work.

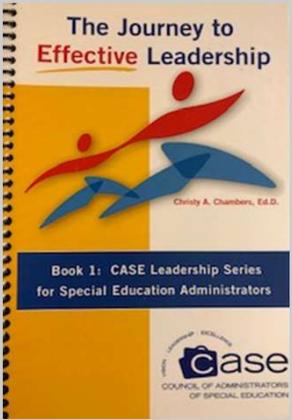
I lead with head, heart, and hands.

I recognize and utilize shared leadership as an effective approach for accomplishing my work.

Chambers, *The Journey to Effective Leadership, Book 1: CASE Leadership Series for Special Education Administrators*



27




28

Choose your attitude

There is always a choice about the **WAY** you do your work ... even if there is **NOT** always a choice about the **WORK** you do!




29



Leading by Convening: Stakeholders, Partners and Allies

A Blueprint for Authentic Engagement

www.ideapartnership.org



30

Advocacy

Rethink
Rethink
Rethink

Reinvent
Reinvent
Reinvent



31



OSERS

To improve early educational, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the nation.

RETHINK

OSERS will rethink anything and everything to ensure that we are in the best position to achieve our mission.

- ▶ Address deeply embedded and complex issues
- ▶ Question systems that do not facilitate the kind of improvement we know is necessary
- ▶ Contest structures that limit opportunities for individuals with disabilities
- ▶ Change policies and practices that put the needs of a system over the needs of the individual
- ▶ Challenge mindsets that appear intent on preserving the status quo

32



33



Reinvent Special Education

Key Influencers






Dr. Bob Pasternack



Stevan Kukic



Dr. Ed Steinberg

34

The "Big 6" Components



Reinvent Special Education

- School & Teacher Accountability**
- Teacher Competency**
- Universal Design for Learning & Multi-tiered System of Support**
- Flexibility**
- Individual Growth Plans**
- Special Education Eligibility**

35

Support



Key Points

OSERS will support states in their work to raise expectations and improve outcomes for individuals with disabilities:

- ▶ **Demonstrate** commitment to high expectations for each individual with a disability.
- ▶ **Provide** differentiated support to states based on their particular needs.
- ▶ **Continuously improve** our systems to support states.



Email comments to:
CASE.Rethink@gmail.com

36

Flexibility

What it looks like.

OSERS will provide states flexibility, within the constructs of the law, in implementing their programs to raise expectations and improve outcomes for individuals with disabilities.

- **Acknowledge** that states are in the best position to determine implementation of their programs.
- **Empower** states to implement allowable flexibilities and to pursue innovation.
- **Attend** to our appropriate federal role and avoid overreach.

Email comments to:
CASE.Rethink@gmail.com

37

Partnership

Primary Goals

OSERS will partner with parents and families, and diverse stakeholders to raise expectations and improve outcomes for individuals with disabilities:

- **Value** the unique and diverse perspectives and expertise of parents and other stakeholders.
- **Engage** with parents and other stakeholders through meaningful and effective collaboration.
- **Learn** from individuals with disabilities and those closest to the individual as we rethink how to best serve them.

Email comments to:
CASE.Rethink@gmail.com

38

OSERS

RETHINK

OSERS will rethink anything and everything to ensure that we are in the best position to achieve our mission.

- **Address** deeply embedded and complex issues
- **Question** systems that do not facilitate the kind of improvement we know is necessary
- **Construct** structures that limit opportunities for individuals with disabilities
- **Change** policies and practices that put the needs of a system over the needs of the individual
- **Challenge** mindsets that appear intent on preserving the status quo

Office of Special Education and Rehabilitation Services
U.S. Department of Education

39

Email your comments and thoughts to:

CASE.Rethink@gmail.com

40

**"Alone we can do so little;
together we can do so much"**
Helen Keller

May 14, 2009 Council of Administrators of Special Education, Inc.

41

Take Action: CEC's Legislative Action Center

www.cec.sped.org
Choose: Policy & Advocacy
Choose: Legislative Action Center

10/24/19

42

Strategic, Intentional, and Influential Leadership...
 You **DO** Make a **Difference**
 Will You???



CASE 17th Annual Educational Leadership Seminar
 July 7-10, 2019 Crystal City, VA

May 14, 2009 Council of Administrators of Special Education, Inc. 

43



10/24/19 

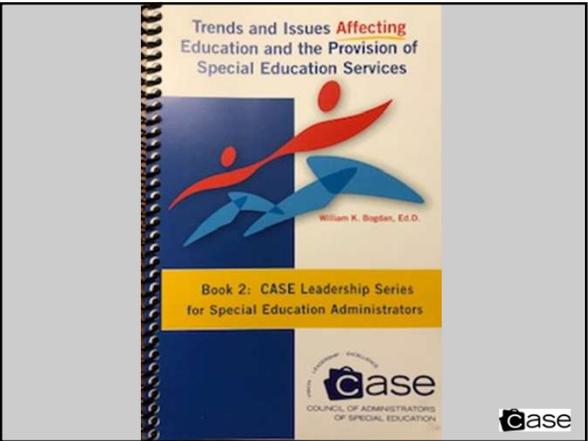
44

CASE: A New IDEA in Leadership

- THE place for leadership development
- A “place” where you are uniquely understood
- A collective voice—state, national, global
- A welcomed involvement
- A systematic support network
- A speedy access to what’s happening
- An opportunity to make an INFORMED difference!

May 14, 2009 Council of Administrators of Special Education, Inc. 

45



Book 2: CASE Leadership Series for Special Education Administrators

11:18 AM 11/20/04 

46

And We Have A Legacy!




Council of Administrators of Special Education, Inc. 

47

One Last Thought....

Leadership....

If not you, then who?
 In not now, then when.... .
 Be strategic, be intentional, be influential
But Definitely BE



48

So...What is your decision...

- Will you hit the ground running?



Or

- Will you just HIT the ground?



May 14, 2009 Council of Administrators of Special Education, Inc case

49



Phyllis Wolfram, CASE President
Dr. Luann L. Purcell, Executive Director
Council of Administrators of Special Education
Osigian Centre
101 Katelyn Circle Suite E
lpurcell@casecec.org
478-333-6892-Voice
478-333-2453-FAX

May 14, 2009 Council of Administrators of Special Education, Inc case

50