

New SPED Director's Seminar Panel Discussion Topics and Possible Questions
February 8, 2017
Notes from Linda

Topics:

1. Hiring

- a. Before you hire, do you move staff around?
 - i. A: ask them if they want to move around; don't make them do it
 - ii. C: believe they need to be happy; coach the staff to move; highlight their strengths;
 - iii. K: best fit for person; "skill set match", coaching up front; 'drop the idea and come back to it';
 - iv. S: rules for endorsement, authorization level;
- b. Where do you advertise?
 - i. A: not much hiring; more money;
 - ii. K: depends on the opening; Craig's list! Job fairs; not as good results
 - iii. What is the backup plan? Elem life skills; flooded service; one teacher supervised tow classrooms; support/with students; the space became more productive; Aug – self-contained; instructional asst. teaching license expired; restricted sped license; more support; former teacher will to take position; case load was by a licensed staff; restricted SPED license; Ann writes IEP and conducts the meetings; Sharon – HR is one person...relationship; what works...the hiring, etc. is on Sharon .navigating
- c. When do you hire?
 - i. A: got interns from Pacific; pay them $\frac{3}{4}$ salary; then the other $\frac{1}{4}$ for a coach – worked out for both times;
 - ii. Licensure: co-teaching; can hire emergency license;
- d. Do you go to any hiring fairs?
 - i. A: colleges/prep programs; Nada!; $\frac{1}{2}$ time school psych; hard to compete with salary; PBIS Network, ASHA, Sch Psy positions,
 - ii. C: Oregon Job fair; other job fairs around; not large enough to pull sch psy bilingual

TSPC miscommunication – barrier; Grow your own; first year teacher – gone for many days; do we keep them in position – paying tuitions; signing contracts for additional time; letters for their files; document, document, document...; offers to the union – MOU with union; MENTORSHIP; how are you supporting – like kids – prevention. Planning up front; needs of kids; much like behavior plans for kids; set up a regular time to meet with about concerns; found staff that come in from outside then rearrange the time for supporting the teacher; retired people – GROW you OWN;

SPED hubs that people are targeting – sell Oregon; Job fair for the other states; Montana; recruited from other areas; Idaho; Eastern Oregon – go to Boise for teacher; hired from out of state – then there is a retention issue; how to get them to stay;

Options for IA who are talented that do not have degrees; PSU - FOX

- e. Do you steal staff from other district?
 - i. A: sure!
 - ii. C: relational staff – sure...turn over; internal building capacity;
 - iii. K: Sure...case load less; but less money
- f. Do you offer incentives? Signing bonuses?
 - i. Seaside – the number of steps –

- ii. S: 2,500 recruitment/retention; 195 days contract rather than 190; if self-contained – 3 paperwork days – case load ask for up to 6 days of sub time to keep up on their case load: RR- 35; Self – 12 and 15;
- iii. A: 3,800 year [not spelled out] – license; don't have anything in contract – liberal that days are given; don't ask don't tell!!!
- iv. C: scale on the number of years – stipend; extra hours; what are the real hours!!!! Caseloads RR-25-50 depending on grade
- v. K: stipend \$1,00 tied to paperwork and meetings; sup can average for steps; 26-35 caseload;
- g. What questions do you ask that help you identify a good hire for your district?
 - i. C: questions that have nothing to do with SPED – tell me about a time that you were embarrassed at work and what did you do about that?
 - ii. A:/S Scenario about angry parent; run the meeting – set the pieces and role play
 - iii. K: Scenario – that kids needs to be out of the classroom – these kids needs to be out of today. What do you do?
 - iv.
- h. What specific questions do you ask as you check references?
 - i. Would you hire this person again if they came back to you?
 - ii.
 - i. Do you grow your own? How?
 - i.
 - j. Other?

2. Staffing Needs

- a. How do you determine your staffing needs?
 - Time consuming; kids in these program; what are we going to do?

Same as with the classified; based on student need.

- Again same for Gervais; IA's in self-contained more money based on the student needs ECSE kids coming in;
- Zero based budgeting – ALL means all; establish a need then prioritize; establishing an agreed upon shared responsibility with Gen ed principals; inclusion shift from pull out to inclusion;

???how does the planning goes into the zero based budgeting – MOE – compliance and achievement; good instruction really well then we have balance; when just SPED makes the pushed in for inclusion if you can flip room and make the classroom an inclusive room;

- Bubble years: changes need to happen; BIGGEST issue is the open boundary; SPED kids come in and oops – high needs come in...
 - i. Is it on case load?
 - ii. Needs of the students? North Marion ; Gervais, Cascade
 - iii. Programs in your district?
 - 1.

- b. Do you use a weighted formula for staffing needs?
 - i.
- c. How do you use classified? Is it based on need?
 - i.
- d. Do you only have a pull out model? Inclusion model? Mix
- Newberg: Mix;
 - Just pushing in; but believe the achievement with gen ed/sped; using the practices have really increased – do teachers believe it – small pockets of when and highlight them; open lab space around it to discuss the strengths/negative; the team and IEP drives the instruction and inclusion – parallel; not work done

alone; how did you start the process? Data time in the gen ed...talking/pondering small pockets for the first; then how do we support Gen Ed; truly authentically inclusive; **Resource – West-Lin Wilsonville – Jennifer Spencer-Iams**; you and Gen Ed...how long to year zero? “Close the achievement Gap” What the numbers of students looked like and the staffing for the closed classrooms. What has been the band of support; [feeding protocol/modality/etc] AND Parent training to understand why...then cost goes up? Rubber band flexing staffing [chemistry labs? – oh my! the challenges] did not add EA staff but shifted what they are doing; what was the most important training for staff? Combination of UDL, AT and collaborative problem solving; grading practices; actually became a pedagogy issue;

- Cascade: Mix
 - Focused on the inch deep rather than a mile wide; looking at the class offerings; do provide services out of class; in electives to provide the skills; Read 180... In the elementary in the RR but students are exposed to the gen ed curriculum; collaborative problem solving; gen ed and sped on trauma; super flex – zones of regulation; groups as intervention for the ED eligibility; social at mid and high ; Gen Ed buy in by the principal
- Gervais: Mix
 - Getting the kids that were out and looking at them coming back in; planned the steps; parents discussions then all went according to the plan; hard with Gen Ed teachers about students in their classrooms; still classrooms are mixed in and out; only elementary/secondary self-contained; revamped intervention;
- North Marion: Mix
 - Parents pushing for kids in the gen ed classroom; how do you work with the gen ed teacher – how do you modify; just like RTI; improve our fidelity for instruction; modification; skills that we need to work with the gen ed

e. Are your staffing needs less, more and what do you use to decide staffing needs?

- i. Shifting staff tasks; more teachers less classified.
- ii. Inclusion – spend more money...

f. How do you use your classified staff?

- i. Fed funds that they sign the form 1/2x a year. Federal fund sheet
- ii. Business office;
- iii. 100% for the specific area
- iv. Don't split funds
- v. Goofy dynamic – lunch/bus, etc. decisions with leadership; not to cover duties
- vi. Focus for the high cost staff – not pulled;

How do we avoid supplanting; base minimum to operate then Fed

- g. Do you have less certified or classified staff?
- h. Is classified staff used only for SPED or are they funded SPED and General Fund?
- i. Is any of your staff paid with Federal funds only?
- j. Other?

3. Evaluation

- a. What do you use to evaluate your licensed staff?
 - i. Building staff first and SPED is a service you provide; Danielson rubric for the teachers; self-evaluate the guide ; guiding questions and evidence for the areas
- b. What do you use to evaluate your classified staff?
 - i. Regular from North Marion but has been tweaked; more general
- c. What do you use to evaluate your specialists?

- d. What do you base your evaluations on?
 - i. All the below! Strategic plan everything is tied to this. Period!
- How much PD do you give staff?
- ii. District goals?
 - iii. Building goals?
 - iv. SPED goals? IEP? Compliance? Academic?
- e. How often do you evaluate?
 - f. What do you use for an IEP evaluation?
North Marion – evaluate IEP - PLEP
 - g. Who does the observations?
 - h. How do you schedule meetings with your SPED staff to go over the evaluations?
 - i. Other?
- 4. Professional Development
 - a. How do you determine areas that your staff needs more professional development in?
- 5. Candace – with in align with strategic plan;
 - a. How do you find the PD for them? Building first then additional from SPED for specifics
 - b. Monthly meetings with SPED; 3 day boot camp; late starts – 4 a year; PD for IA's as well; training schedule;
 - c. What funds can I use? SPED budget;
 - d. Do I pay for subs? Split funding; take advantage with Regional/ESD trainings
 - e. What is the accountability for the new learning? How can I monitor this? Data sheets – monthly meetings to show if what they have learned; practiced, implemented keep data.
 - f. Other?
- 6. Retention of SPED staff
 - a. What do you do to retain your staff?
 - b. Are there incentives?
 - c. Less case load?
 - d. More professional time out of the building?
 - e. More time for paperwork?
 - f. Other?