



Montana Office
of Public Instruction
Special Education Office

Comprehensive
System
of
Personnel
Development

CSPD Stakeholder Manual

1993 – 2016

*“Keeping the Main Thing
the Main Thing”*

Children with Disabilities



Montana

Comprehensive System of Personnel Development (CSPD)

CSPD STAKEHOLDER ORIENTATION MANUAL

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INTRODUCTION AND OVERVIEW OF CSPD IN MONTANA

“SOMEONE IS SITTING IN THE SHADE
TODAY BECAUSE SOMEONE
PLANTED A TREE A LONG TIME AGO.”

-WARREN BUFFET

INTRODUCTION TO THE CSPD STAKEHOLDER MANUAL

The Montana Office of Public Instruction, Special Education Office would like to express appreciation for your willingness to volunteer as a stakeholder member in Montana CSPD. Your participation will lead to positive results for programs and services provided to infants, toddlers, children and youth with disabilities in Montana schools.

The purpose of this manual is to provide information for CSPD stakeholders regarding the Montana Comprehensive System of Personnel Development (CSPD) process and the connection to national CSPD efforts. These materials are also intended to acquaint new members with their roles and responsibilities as a CSPD State/regional council member.

The key variables of Montana CSPD are collaboration, trust, and partnerships. As a member, you will work closely with educators, parents, and other stakeholders throughout the State and CSPD regions to implement the CSPD strategic plan and other activities developed by the CSPD Council.

*“Coming Together is a Beginning
Keeping Together is Progress
Working Together is Success.”
Henry Ford*

The materials in this manual will provide a foundation of Montana CSPD history as well as how CSPD works in Montana. The ultimate purpose for CSPD is to improve the skills of teachers, administrators, paraeducators, and related service staff in order to improve results for infants, toddlers, children, and youth with disabilities.

If you have any questions regarding the materials, please contact your regional or State CSPD representatives.

OVERVIEW:

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

The federal special education law has required each State to have a Comprehensive Systems of Personnel Development (CSPD) since 1975. Each State must develop a system to ensure that all education personnel are adequately prepared and receive continuing education. This helps teachers by ensuring that they are trained to do their work, and it guards against serious personnel shortages. The IDEA amendments of 2004 (P.L. 108-446) included an increased emphasis on improving school staff and parent skills. State Personnel Development Grants (SPDG) are offered on a competition basis for States. Montana has received several SPDG grants; the additional fiscal resources will greatly enhance Montana's capacity to provide inservice and technical assistance. It is important to make a connection between CSPD and data from the Annual Performance Report (APR) and State Systemic Improvement Plan (SSIP). This data, in part, should help determine training and professional development in Montana. Determining professional development based upon data is an important process of Montana CSPD.

CSPD is a process and system that includes preservice, inservice, and technical assistance for parents, general education teachers, special education staff, administrators, and other service providers, the end result being better programs and services for children with disabilities. This is accomplished by collaborating with all stakeholders, disseminating best practices, and evaluating CSPD activities.

The CSPD system is a sum of the parts. The following is a brief description of critical CSPD components, which each stakeholder should know and understand.



PRESERVICE

Preservice is the preparation of certified and non-certified staff for employment as administrators, teachers, and related service providers for children with disabilities. Institutions of higher education are given the responsibility to prepare future educators with adequate skills, leading to quality services. CSPD will collaborate with higher education to strengthen educational training programs and help ensure quality staff. CSPD should be involved with certification issues and assuring collaboration between the various institutions of higher learning.

Montana CSPD includes the Higher Education Consortium (HEC), where faculty members from all Montana teacher training programs meet twice each year to discuss critical issues, enhancing their programs.



IDENTIFYING TRAINING NEEDS

The CSPD Council develops a system to evaluate CSPD components, activities, and projects; and ensures that each CSPD component includes collaboration. To the maximum extent possible, training and professional development are based on and tied to data from the Annual Performance Report, including the State Systemic Improvement Plan.



INSERVICE

The State and regional CSPD Councils and school districts provide relevant training for school staff, stakeholders and parents that improve skills in serving children with disabilities. **Inservice** is usually based upon data received from the Annual Performance Report and requirements that arise from the IEP process. The State Systemic Improvement Plan (SSIP) is also a rich resource for data. The CSPD Council helps support and organize relevant inservice training throughout the State.

TECHNICAL ASSISTANCE

The State CSPD Council has identified trainers and **technical assistance** providers for a wide variety of critical special education issues, including transition, IEP development, working with children with behavioral difficulties, and inclusion. The end result will be quality education and services for children with disabilities. The CSPD Council is sensitive to the changing technical assistance needs of school districts and CSPD regions.

COLLABORATION

Collaboration involves partnerships and sharing resources and information, setting common goals, and working together. Collaboration is the glue that holds the other CSPD components together. The main objective of CSPD is to offer opportunities for members of the educational community, parents, and other stakeholders to work together for a common cause, namely, improving services for children with disabilities. The CSPD Council is made up of a broad number of stakeholders, including parents. Council meetings and activities offer the opportunity for CSPD stakeholders to communicate and collaborate with each other.

DISSEMINATION

CSPD involves the **dissemination** of research-based educational and behavioral practices and other information for service providers of children with disabilities. Promising practices are shared with educators and parents throughout the state and organizations to discuss and disseminate materials at quarterly council meetings and at the annual CSPD Partnership meeting.

EVALUATION

All CSPD activities are **evaluated** regarding their outcomes and impact to programs for children with disabilities. Evaluation helps determine if CSPD activities are making a real difference. Each section of the CSPD strategic plan should have an evaluation component. Evaluation results should be used as part of the decision-making process. The CSPD Council uses data to make decisions to improve the system.

RECRUITMENT -
RETENTION

There are frequent shortages of qualified special education personnel and related service staff, especially in rural areas. Planning and collaboration should occur at the State, regional, and school district levels to **recruit** adequate staff that will serve the needs of children with disabilities. Strategies need to be implemented that promote **retaining** qualified staff members.

Montana's Comprehensive System of Personnel Development (CSPD)

Frequently Asked Questions (FAQs)

1. *Is there legal authority for the existence of CSPD?*

Yes. When the original Education of the Handicapped Act (EHA), PL 94-142, was passed in 1975, it required all states to develop a comprehensive system of personnel development to ensure that all educational personnel are adequately trained and receive continuing education for the work they do, as well as guard against personnel shortages. The Individuals with Disabilities Education Act (IDEA) continues to support the use of professional development to build capacity.

In Montana, the state legislature created an administrative rule in 1993 that supported the concept of CSPD in Montana, recognizing the value and need for ongoing professional development in the state as critical to providing quality personnel in order to meet the needs of students with disabilities. Montana's administrative rule for CSPD, ARM 10.16.3135, is the only one of its kind in the country.

2. *When were the current state council and regional structures created?*

In 1990, then State Director of Special Education Bob Runkel asked Susan Bailey-Anderson to lead the Office of Public Instruction's effort to create a CSPD for Montana. A state council was created, and those council members attended the National Institute for CSPD Collaboration to develop a vision and mission for Montana's CSPD. The State CSPD has by-laws that outline the essential operating procedures.

In 1993 that vision was expanded to include the concept of regional CSPD councils, each with a chairperson who would participate on the state council and work to provide professional development to address local needs identified within the state's 5 CSPD regions.

3. *What are the critical components of the CSPD process in Montana?*

The Montana CSPD system is a sum of its parts. The critical components include:

- Pre-service: preparation of certified and noncertified staff—such as administrators, teachers, related service providers, and paraprofessionals—to meet the needs of students with disabilities.
- Identifying training needs: with the current focus on results driven accountability, CSPD professional development is tied to data from Montana's Annual Performance Report (APR) and the State Systemic Improvement Plan (SSIP).
- In-service: also based on data from the APR, state and regional councils provide relevant training for individuals who are working to serve children with disabilities.

- Technical assistance: the provision of supports on a number of critical special education issues such as transition, IEP development, autism, and working with students with emotional and behavioral challenges.
- Collaboration: involves the sharing of resources between stakeholders who share the common goal of improving services for children with disabilities.
- Dissemination: sharing research-based educational and behavioral practices with individuals and organizations that provide services to children with disabilities.
- Evaluation: all CSPD activities are evaluated with regard to their outcomes and impact on programs that serve children with disabilities. Evaluation informs each component of the CSPD process.
- Recruitment and retention: collaboration at all levels of the system develops strategies to recruit and retain quality personnel to serve children with disabilities, with special focus on the rural areas of Montana.

4. *How do individuals become stakeholders on the state and regional CSPD councils?*

The by-laws for the MT CSPD state that council membership is limited to those individuals whose purpose is to further preservice and inservice education for professional educators in Montana, as outlined in IDEA. Individuals from all levels of the system in Montana—including institutions of higher learning, professional organizations, parents, professionals in the field, and the Office of Public Instruction—are nominated, where applicable, by their organization to serve on state and regional councils. Any adult resident of the state of Montana is eligible to participate, provided they are recommended by an existing council member to the council’s Executive Committee.

5. *What are the responsibilities and expectations of being a stakeholder on the CSPD council?*

CSPD stakeholders commit to a number of responsibilities as council members. In addition to attending state/regional council meetings, stakeholders are expected to familiarize themselves with IDEA and Montana special education regulations, promote the vision of the Montana CSPD, represent their particular stakeholder group by voicing their concerns and sharing information from council proceedings, assist in the development of state and regional planning efforts for CSPD activities, and help set the direction for the state’s activities in support of the mission of CSPD.

6. *How are regional CSPD councils funded to provide professional development within their local areas?*

Regional CSPD councils are funded through the Office of Public Instruction, Division of Special Education, with the use of discretionary funds from the federal government that support the work of states in implementing IDEA. Personnel development is a key provision of IDEA.

7. *What sort of projects has CSPD been involved with over the years that may be recognized by educators across the state?*

CSPD's impact has been far reaching. In addition to providing stakeholder input to state-level planning efforts for improvement outlined in the SSIP, CSPD has played key roles in projects such as:

- The Montana Behavioral Initiative (MBI);
- The Paraprofessional Consortium;
- The Special Education Endorsement Project;
- Speech and school psychology traineeships;
- The Montana Higher Education Consortium (MT HEC);
- The Early Childhood Partnership for Professional Development (ECPPD);
- The Transition Outcomes Project;
- The Montana Youth Leadership Forum (MYLF); and
- Mentoring teachers and administrators.

This list is by no means complete; however, it does represent a sampling of CSPD efforts at various levels across the state.

8. *Does CSPD address the needs of general educators across Montana?*

Yes. In fact, the majority of education professionals who attend MT CSPD-sponsored training events, whether they are at the state or regional level, come from the ranks of general education professionals. Partnership between general and special educators is critical to meeting the needs of students with disabilities.

9. *How do state and regional CSPD councils identify their training priorities?*

While a statewide needs assessment used to be employed for the purpose of identifying training priorities, the state and regional councils now collaborate to support the priorities identified through data included in the state's APR on critical compliance and performance indicators that measure how the IDEA is being implemented, as well as how students with disabilities are performing across the state. Drilldown of this statewide data identifies those areas that become priorities for CSPD activities, which support the goals and strategies identified in the SSIP.

10. *What do I do if I know someone who I think would be a wonderful stakeholder for the Montana CSPD state or regional council?*

Promote the mission and vision of CSPD to them; share your passion with them and let them know how they may become involved in this process; recommend them as a stakeholder to a regional or state CSPD council. Celebrate diversity, as the strength of the CSPD system lies in the stakeholders who represent all corners of Montana and students with disabilities across our state.

11. *Who is the Queen of CSPD?* Susan Bailey-Anderson.

WHAT IS THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT?

AN INTERVIEW WITH KARL MURRAY, DIRECTOR OF THE NATIONAL INSTITUTE FOR CSPD COLLABORATION (1993)

What is CSPD?

Special education law has required States to have Comprehensive Systems of Personnel Development (CSPD) since 1975. Each State must develop a system to ensure that all education personnel are adequately prepared and receive continuing education. This helps teachers by ensuring they are trained to do their work, and guards against serious personnel shortages.

Why was the National Institute for CSPD Collaboration needed?

Since 1990, the National Institute for CSPD Collaboration at the CEC has provided technical assistance to States, organizing and maintaining their staff preparation and development efforts through strategic planning.

Most States had extensive personnel development activities, but few had a comprehensive system that addressed all the parts of a CSPD. Many States lack communication between the State Education Agency (SEA), the local educational agency, and colleges and universities concerning the skills that teachers and related services providers need. This is particularly true with respect to changing demographics and issues such as drugs, violence, and other problems teachers face daily.

By establishing State leadership committees for CSPD, we hope to encourage colleges and universities to conduct more field-based research in schools, and to use that information to guide them in determining what to teach. Also, because many colleges train general and special educators in separate programs, new teachers may have trouble adjusting to a more inclusive school environment.

When planning within States, we found many local districts would rather emphasize inservice training than work with colleges and universities to change preservice programs. While we all need continuous inservice training to stay up-to-date, preservice education is where we should acquire the skills to do our jobs. SEA's colleges, universities, and local districts need to create and maintain collaborative partnerships in teacher training.

CSPD involves university training, inservice education, parent training, and related services. The Institute helps States create collaborative partnerships of ALL groups in a State that are involved in teaching and providing educational services.

What groups constitute the audiences for your training?

Most of the teams involve 10 to 15 people, including the State director of special education or the assistant State director, the CSPD coordinator for Part B (State grants) and Part H (early childhood), a representative from university training programs, and a school administrator who has special education classes on campus. Other attendees include parents, vocational rehabilitation representatives, and preservice teacher trainers.

Why does the training focus on strategic planning?

Strategic planning involves developing a vision statement to guide change; scanning the environment to see what influences can be expected to affect the outcomes of the change process; assessing problems and opportunities; and developing goals, objectives, and strategies. The institute also helps States develop a multi-year implementation plan and interim work plan.

Strategic planning differs from long-range planning in that it brings additional information to the process. We develop a vision of what the future will look like and where the State wants to take its personnel development efforts. Strategic planning requires that all stakeholders be at the table, and it requires prioritizing goals and objectives. Strategic planning also involves monitoring, evaluation, and revision of the plan. When people use long-range planning, they often skip the monitoring and evaluation and scrap the original plan to develop a new one. Strategic planning provides an opportunity to celebrate accomplishments and review priorities.

A strategic plan belongs to all stakeholders—if it is criticized, you find out how to fix it. It can take a while to develop a vision that everyone can live with. Teams come to a consensus and share the ownership of the plan with others.

What has the Institute accomplished in the 5 years it has been in operation?

We have provided CSPD training to 40 States and 4 territories, and have trained another 10-15 States in planning for Part H CSPD. We have worked with the Bureau of Indian Affairs and the Navajo Nation. Additionally, we have run joint partnership seminars in 40 States with the American Occupational Therapy Association to promote collaboration between occupational therapists and CSPD planners.

What do you think of the CSPD provisions?

CSPD was the most significant part of PL 94–142. The regulations called for sweeping changes in how we collaborate for professional development. However, these changes were not specifically funded and did not receive the national and State leadership required to be successful. In order for CSPD to work, the federal government must fund State plans for personnel development based on collaborative partnerships, not competition.