



MONTANA CSPD STRATEGIC PLAN

THIS SECTION PROVIDES INFORMATION ON
THE MONTANA CSPD VISION, MISSION,
AND STRATEGIC PLAN FOR 2014-2019

“INVENT YOUR FUTURE
OR SOMEONE WILL INVENT
IT FOR YOU.”

-JOEL BARKER

Education Environmental Factors

OSEP Focus
on Data and
Fiscal Accountability

MTSS/RTI
General Education

Super Indicators
- Part C 11
- Part B 17

Tiered Approach
to PD/TA

Montana
CSPD

New SPP
and APR

Stakeholder
Involvement
State & Regions

Results Driven
Accountability

State Identified
Measurable Result
(SIMR)

Montana Comprehensive System of Personnel Development (CSPD)

Thinking about the current education environment, what are the current issues that could impact our vision and mission?

ENVIRONMENT SCAN

August 2014

- Accountability in Special and General Education (3)
- Alternate Assessment/New Assessment: Smarter Balance
- APR
- Better name recognition – know who CSPD is and what we do (2)
- Changes in federal reporting accountability in how money is spent – must have a direct impact on student achievement
- Changes in how PD is delivered
- Changing Leadership in Special Education Division/New Superintendent
- Collaborating with other agencies – will be impacted by less flexible funding
- Concept of Regional Teaming (Liaison – MBI – RTI – SAM)
- Cut in working money. Change nominal fees to help not being able to provide more training.
- Data accountability over burden
- Diversion of funds to private/charter
- Early Childhood – universal pre-school (2)
- EPAS – Teacher Evaluation
- Federalization of Education (2)
- Funding (3)
- Funding/PD offered to specific districts how can we meet all the needs
- JJ – School to prison pipeline
- Lack of funds at district level (2)
- Less flexibility with teaching staff availability.
- Less substitutes – harder to get teachers out of classroom. (3)
- Lots of work to do
- MCC
- Mental Health (lack of supports, private entities)
- Montana Content Standards (4)
- More meetings far away, not necessarily CSPD but MPPLN, \$ driven with little result. (2)
- More onsite trainings requested.
- More PD offered

- More site based Professional Development (PLC's)
- MTSS/RTI (2)
- Need for PD to be ongoing – no more “sage on the stage”
- Office Politics (2)
- Ongoing process of PD rather than episodic (2)
- Online PD – becoming more user friendly (2)
- OSEP Monitoring
- PD geared to performance indicators (making the match!)
- PD offered to specific schools/districts within current funding money
- Preschool initiatives (2)
- Pre-service
- Professional Development Delivery (on-line, Teachers in Classroom, flexible)
- RDA (3)
- Recruitment/Retention (Teacher, administration, state)
- RESA (2)
- Research regarding coaching model in regards to sustainability of PD.
- Retention
- School Mental Health becoming part of the system
- Smarter Balanced Assessment
- SSIP/SIMR
- Suicide Prevention
- Teacher/Specialist shortage
- Teams of school personnel instead of individual participants
- Technology is ever changing(state reports, state assessment, student needs) (4)
- Tiered approach to PD (2)
- Trauma informed care – movement to schools
- Updates of Chapter 55 accreditation standards and Chapter 58 PEPPS
- Urgency from current Administration to get certain programs/projects – sustainability

Montana Comprehensive System of Personnel Development (CSPD)

What are the core values and beliefs that influence the Montana CSPD vision and mission?

CORE VALUES AND BELIEFS

August 2014

- All children (14)
- All schools deserve high quality PD (2)
- Equity in access (2)
- Improve results and outcomes for kids
- Quality outcomes for all students (2)
- CSPD is responsive – evolving continues to change
- CSPD reaches the local districts – available to everyone
- Coaching is key to effective PD
- Learning for educators is ongoing – never ends
- Listening
- Mentoring (2)
- Partnerships (6)
- Relationships (7)
- Networking/sharing ideas and resources (2)
- Inclusion – all voices are welcome and valued (2)
- Collaboration (3)
- Appropriate dispositions
- Cohesive regionalization
- Data-Driven
- Diversity of our State (4)
- Diversity on the state and regional councils
- Forward thinking – anticipating future needs, programs

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**Montana Comprehensive System of
Personnel Development (CSPD)**

State Council

VISION

Montana CSPD is a unified personnel development system that ensures quality educational programs and services for all children and youth with disabilities.

Montana CSPD is a unified personnel development system that ensures **quality outcomes** for **ALL** children and youth.

2001-2014



2014 Revised

MISSION

To this end, the mission of CSPD will be to value and promote services that:

- i. are proactive and flexible in meeting the needs of children and youth
- ii. are unified and integrated through a partnership of families, schools, agencies, and communities
- iii. ensure success for all by providing a safe and healthy environment that builds a sense of belonging and value for self and others
- iv. evaluate and disseminate best practices and achievements through ongoing, high-quality professional development
- v. encourage sensitivity to individual differences by recognizing cultural and ethnic diversity
- vi. support the recruitment and retention of high quality education personnel
- vii. are seen as a series of interdependent stages of continuous growth for personnel
- viii. are designed to meet individual needs delivered through personalized, accessible, and practical formats
- ix. are based on the use of SPP/APR/SSIP data to help establish professional development activities

To this end, the mission of CSPD will be to value and promote **quality education programs and** services that:

- i. are proactive and flexible in meeting the needs of children and youth
- ii. are unified and integrated through a partnership of families, schools, agencies, and communities
- iii. promote interdisciplinary professional development**
- iv. ensure success for all by providing a safe and healthy environment that builds a sense of belonging and value for self and others
- v. evaluate and disseminate best practices **(evidence based/research based)** and achievements through ongoing, high-quality professional development
- vi. encourage sensitivity to individual differences by recognizing cultural and ethnic diversity
- vii. support the recruitment and retention of high quality educational personnel
- viii. are designed to meet individual needs delivered through personalized, accessible, and practical formats **to ensure continuous growth**
- ix. are based on the use of **current, relevant** data to help establish professional development activities

CSPD PRIORITIES

1. Enhancing CSPD/State Policies/Systems

- *Broaden stakeholder representation to move toward professional development councils*
- Market CSPD to educators and administrators through a brochure and website
- Obtain current APR and SSIP data from OPI
- Update and disseminate database of technical assistance/in-service providers

2. Evaluating and Disseminating Findings

- *Assess, review, and summarize existing data*

3. Addressing Personnel Shortages

- Develop and implement a mentoring workgroup
- Develop and implement a workgroup for the recruitment and retention of qualified staff

4. Building Preservice System Capacity

- *Sustain and support the Higher Education Consortium (HEC)*

5. Enhancing Existing Educational Systems

- Provide professional development options with a focus on:
 - strategies for general educators to respond to the needs of children with disabilities
 - ✓ Instructional strategies
 - ✓ Assessment and grading
 - ✓ Aligning with State standards
 - strategies to address post-secondary transition, with an emphasis on culturally sensitive transition plans that address Native American populations

STATE CSPD ACTION PLAN (Revised 10-1-15)

Number 1: Enhancing CSPD/State policies/systems

| Priority Actions | Who | Timelines | Evaluation |
|---|------------|------------------|-------------------|
| 1. Market CSPD | | | |
| <i>a. CSPD component in the Special Education Report to the Board of Ed and Legislature</i> | | | |
| <i>b. Market CSPD brochure and website to educators and administrators</i> | | | |
| <i>c. Update brochure</i> | | | |
| <i>d. Connect with other organizations (PLUK, SAM, Rural Institute, Higher Ed, etc.)</i> | | | |
| <i>e. Update and disseminate database of inservice/technical assistance providers (MPPLN)</i> | | | |
| 2. Differentiate roles of State and regional CSPD | | | |
| <i>a. Add job descriptions to orientation manual that outline differences</i> | | | |
| <i>b. Flowchart of roles</i> | | | |
| <i>c. Support regions with assistance through FTE</i> | | | |
| 3. *Broaden stakeholder representation at the state and regional levels | | | |
| <i>a. Attend professional development discussions (MPPLN, ECPPD, etc)</i> | | | |

STATE CSPD ACTION PLAN

Number 1: Enhancing CSPD/State policies/systems (continued)

| Priority Actions | Who | Timelines | Evaluation |
|---|------------|------------------|-------------------|
| 4. Obtain APR, SSIP data, and existing data for targeted professional development and targeted technical assistance | | | |
| 5. Share resources between regions <ul style="list-style-type: none"> ➤ <i>Emphasize success</i> ➤ <i>Highlight connections</i> ➤ <i>Identify goals and projects</i> | | | |
| 6. Keep mailing list current | | | |
| 7. Create a link between CSPD Part B with other State programs (Mental Health, Juvenile Probation, Montana Milestones-Part C, Vocational Rehabilitation, Title I, etc.) | | | |

STATE CSPD ACTION PLAN

Number 2: Evaluating and disseminating findings

| Priority Actions | Who | Timelines | Evaluation |
|--|------------|------------------|-------------------|
| 1. *Assess, review, and summarize existing data | | | |
| <i>a. Collect data from regional trainings done so far</i> | | | |
| <i>b. Review data to determine what is needed</i> | | | |

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| Number 2: Evaluating and disseminating findings (cont.) | | | |
| 2. Develop the means to evaluate the impact of past efforts | | | |
| 3. Develop strategies and tools for future evaluation efforts | | | |
| a) <i>review/revise forms to provide information about impact/outcome data</i> | | | |
| b) <i>design data-collection format and disseminate to regional chairs</i> | | | |
| c) <i>develop evaluation process strategies</i> | | | |
| 4. Disseminate data collected to regions/IHE's and others (including legislature) | | | |

STATE CSPD ACTION PLAN

Number 3: Addressing personnel shortages **Denielle and Susan will work on this step**

| Priority Actions | Who | Timelines | Evaluation |
|---|------------|------------------|-------------------|
| 1. <i>**Develop and implement a recruitment/retention task force</i> | | | |
| c. <i>Involve high school students in volunteer/school to work programs in special education</i> | | | |
| d. <i>Develop special education experiences for general education preservice teachers</i> | | | |
| e. <i>Develop training programs with tribal colleges to recruit Native American students into special education preservice training</i> | | | |

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| f. Work with high school counselors to implement internships for high school students working with students with disabilities | | | |
| g. Recruit retired teachers from other States and from within the State; investigate job-sharing to attract people from retirement | | | |
| h. Recruit paraeducators into teacher education programs | | | |

Number 3: Addressing personnel shortages (continued)

| Priority Actions | Who | Timelines | Evaluation |
|---|------------|------------------|-------------------|
| <i>1. Set up partnerships with nearby States to enable MT students to attend their programs (tuition/slots, etc.) for speech and occupational therapy.</i> | | | |
| a. Research programs exist in neighboring States | | | |
| b. **Revive Partnership for Speech/Language Services to work on this issue, including MASHA and other stakeholders—parent, co-op director, OPI, higher education, licensure, legislator | | | |
| c. Establish relationships with the IHE for in-school experiences/internships for speech/PT/OT | | | |
| d. Establish funding source for intern stipends (federal, State, local funds, etc.) | | | |
| e. Establish out-of-State fee waivers for Montana students—EWU – OT program; Minot State – Speech | | | |
| f. Promote and strengthen high school awareness | | | |
| g. Establish scholarships for related service programs | | | |

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| h. Increase salaries/creative incentives to attract related service personnel | | | |
| i. Support students attending out-of-State programs | | | |
| j. Develop legislative presentation | | | |

Number 3: Addressing personnel shortages (continued)

| Priority Actions | Who | Timelines | Evaluation |
|--|------------|------------------|-------------------|
| 3. Develop and implement a mentoring task force to determine a system that is more supportive of personnel as they go into field** | | | |
| <i>a. Include present, preservice, and high school personnel</i> | | | |
| <i>b. Exchange ideas and information; research existing mentoring programs</i> | | | |
| <i>c. Identify cadres of teachers REGIONALLY who would be available/willing to participate</i> | | | |
| <i>d. Develop a matrix/comparison of State programs in existence: Great Falls, Havre, Billings, Endorsement Project, OT/PT organization, MEA/MFT</i> | | | |
| <i>e. Ask regions to come up with a list of mentor candidates</i> | | | |
| <i>f. Remind regional chair</i> | | | |
| <i>g. Provide information/training to regions on how to mentor new personnel</i> | | | |
| <i>h. Work to develop in-State programs that are currently missing</i> | | | |

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|--|--|--|--|
| <p><i>i. Provide training to rural areas in order to allow local residents to become qualified</i></p> <ul style="list-style-type: none"> • Facilitate local use of existing programs | | | |
|--|--|--|--|

STATE CSPD ACTION PLAN

Number 4: Building preservice system capacity

| Priority Actions | Who | Timelines | Evaluation |
|---|------------|------------------|-------------------|
| <p>1. Collaborate with the Higher Education Consortium (HEC)</p> | | | |
| <p>a. Continue to work with TAESE to facilitate the meetings (2x a year)</p> | | | |
| <p>b. Establish a feedback loop to the universities to provide information regarding special education teacher preparation</p> | | | |
| <p>c. Work with HEC to identify “hot topics” in education and provide faculty professional development</p> | | | |
| <p>d. Ensure communication between HEC, State CSPD Council and Regional Councils</p> <ul style="list-style-type: none"> • HEC representatives on Regional CSPD • CSPD Coordinator attends HEC | | | |
| <p>e. Establish relations with other professional organizations to create higher education curriculum</p> | | | |
| <p>f. CSPD higher education representatives should advocate for change within their own system.</p> | | | |

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|---|--|--|--|
| 2. Collaborate with the CEEDAR Center to further the work of the universities to better prepare preservice teachers to work with students with disabilities. | | | |
| <i>a. Review the State CEEDAR Blueprint and identify ways to involve State and Regional CSPD</i> | | | |
| <i>b. Review the university CEEDAR Blueprints to identify gaps and ways to work together</i> | | | |
| <i>c. Review CEEDAR Center website and become familiar with the Innovations Configurations</i> | | | |
| <i>d. Invite CEEDAR university representatives to State and Regional CSPD meetings.</i> | | | |

STATE CSPD ACTION PLAN

Number 5: Enhancing existing educational systems

| Priority Actions | Who | Timelines | Evaluation |
|--|------------|------------------|-------------------|
| 1. Identify current best practices on different ways to provide professional development (based on needs assessment) and disseminate to all stakeholders, including educators, administrators, and community agencies | | | |
| <i>a. Research different ways to provide professional development and technical assistance.</i> | | | |

| | | | |
|--|--|--|--|
| <i>b. Provide training on different methods for professional development and organizational tasks</i> | | | |
| <i>c. Provide paraeducator training/incentives</i> | | | |
| <i>d. Develop effective training model with technical assistance follow-up</i> | | | |
| 2. Provide training and technical assistance to respond to the needs of <u>all</u> children, families, and communities | | | |
| 3. Provide professional development and technical assistance with an emphasis on post-secondary transition | | | |
| 4. Provide professional development and technical assistance with an emphasis on increasing graduation rates for <u>all</u> students (Indicator 17) | | | |

STATE CSPD ACTION PLAN

Big Questions

- How will we address personnel shortages (i.e., speech, OT/PT, and special education teachers)?
- How do we make CSPD personnel development for ALL?
- How do we ensure a better execution of initial (preservice) teacher preparation for general and special education?
- How do we mentor and retain new teachers?
- How do we deliver personnel inservice in ways that increase accessibility?
- How do we address funding issues?
- How do we address the availability of related services in rural areas?
- How do we encourage participation in CSPD-related activities?
- What additional incentives can a district provide to recruit and retain personnel?

Trends

- Pulling together of general and special education into a more cohesive group
- Losing teachers, service providers, and administrators to other States
- Underfunding of education at State level
- Increased litigation
- Emphasis on outcomes and accountability in education
- Emphasis on behavior strategies—proactive approaches
- Increasing number of kids with behavioral challenges
- Standards movement
- Assessments
- Teacher certification reciprocity (other States)
- Doing more with less

Vision of what we are moving toward:

Montana CSPD is a unified personnel development system that ensures quality education for all children

From 1999 (to refer to in future):

Adequate, Accessible Resources

- Applicable, varied, and adequate resources
- Shared resources – agency, State, federal, local
- Regional coordinators
- State-coordinated headhunters
- Adequate preparation and training dollars
- On-time, specialized technical assistance
- Equal access to training
- More bang for your buck

Interdependent, Purposeful, Sustained Professional Development

- Seamless, purposeful professional development
- “Streams into rivers”; agencies into networks; training into outcomes
- Planned – preservice through inservice
- Responsive to individual needs
- Training – grassroots-based, personalized, accessible, practical
- Reality-based personnel preparation
- Available, appropriate training
- Cross-curricular training activities

Integrated, Equalized Network

- Single interagency training network
- Heterogeneous education teams that include community human service agencies
- Built on local relationships and connections
- Inclusive, integrated partnerships
- Equally controlled collaboration
- Integrated, comprehensive system
- Effective, supportive services

Competent, Valued Personnel

- Outcomes measurable for professionals
- Accommodate diversity
- Teams of educators prepared for invisible service delivery
- MBI – maintained and improved

Productive, Involved Citizens

- Participating, productive citizens
- Outcomes – measurable, child
- Sustaining, supportive village
- Results in successful transitions
- MBI – maintained and improved

Potent, Informed Advocacy

- Communication with stakeholders, public, and policy makers
- Advocacy – fiscal, equalization, child/educators

Effective, Responsive Leadership

- Leadership – collaborative, interagency, dynamic, experienced, responsive, visionary, effective
- LEA district support for continuing education and follow-up

Barriers to Our Vision:

Low salaries and benefits make it difficult to retain and attract personnel.

- Salary/benefits
- Personnel not available (training, compensation, benefits)

Resources are constrained by single source of funding and size or location of schools.

- Unequal access to resources because of size or location
- CSPD has single funding source – needs varied support
- Hiring expertise but not developing it because of limited resources
- Economic changes

Limited legislative support and changing governmental demands keep CSPD a low priority.

- Governmental changes
- Limited legislative support for kids (education, mental health, social services)

People feel comfortable doing things the way they have always done them, tending to cling to old paradigms.

- Clinging to local control (district, agency, university)
- Rugged individualism
- Fear of change
- Perceived set of rules/laws that prohibit people from completing goals, tasks, or ideas
- Reactive rather than proactive
- Acceptance of technology (fear of . . .)
- Leaders who are not current with best practices

Personnel do not have a shared vision, both within and across schools/agencies.

- Individual agendas interfere with team approach
- Varying shared vision with general education and administrative support
- Key personnel in schools and agencies do not share a common vision
- Leaders who are not current with best practices

Everyone wears multiple hats and must respond to conflicting demands for commitment.

- Trainers and resources do not mentor others or reach areas where training is needed.
- Time constraints due to commitments
- Too many meetings – not enough action
- System is personnel dependent
- Limited commitments

Different cultures, current isolated practices, distrust, and inconsistent communication across agencies preserve the complexity of implementing integrated system change.

- Complexity of implementing integrated training system
- Instability of mental health services
- Buy-in from other agencies – financial and programmatic
- Different cultures across agencies
- Inconsistent meaningful communication between agencies

People across the State do not know about or understand CSPD support and resources.

- General awareness of CSPD – recognition, marketing
- CSPD only known for special education
- CSPD only known for inservice
- Name too hard to understand (becoming more well-known)