

Who Can Benefit From Receiving a Coach?

- Coaches may be assigned to a special education director, a supervisor, or a coordinator.
- In some cases, a coach may work with a principal or assistant principal who is responsible for special education matters in their school.
- Administrators may be first time special education administrators, recently appointed in a new district or they may be veterans who would like to work on particular goals.
- Coaches are carefully matched with the administrator, taking into consideration the background of the coach and the identified needs of administrator.



District & School Benefits

- Improved special education services
- Improved family communication and satisfaction
- Improved ability to manage special education requirement and timelines
- Improved communication and collaboration across all staff

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What We've Heard

I appreciated the flexibility of the coaching model, which allowed me to become a reflective practitioner to identify Problems of Practice and discuss concerns in confidence while developing solutions.

Working with my coach, I feel more prepared to implement the new IEP and provide training for special education and general education teachers and related service staff.

As a new administrator, my coach has helped me maintain high expectations, to develop the skills to hold staff accountable with direct conversations, suggesting actionable feedback and providing solutions.



Special Education Executive Coaching Program

The Connecticut Association of Schools and the Connecticut State Department of Education offer Executive Coaching for Administrators.

Coaches are retired, veteran administrators with expertise in Special Education. They have received IEP Quality Training. They can support administrators with the implementation of the new IEP and will continue to support schools with the challenges posed by COVID-19.

- This coaching opportunity is available, at no cost, to the district/school.
- You may download an application at <https://casci.ac/8211> or an application can be sent to you directly upon request.



What is Involved?

- Support for administrators as schools continue to address challenges posed by COVID – 19
- The coach and administrator identify leadership needs as well as district and school goals. An action plan is developed.
- Coaches listen, ask questions and encourage the administrator to self-reflect. The administrator develops a plan of action for each goal and objective.
- Coaches support skills that promote conflict resolution, organization, distributive leadership, a collaborative school climate and the ability to respond proactively.
- Coaches work with SERC to provide targeted resources and identify contacts who can help to answer a complex question related to special education issues.
- Coaches may meet with the administrator monthly for full or half days in person or virtually.
- A coach is available between visits through email and cell phone.
- Confidentiality is maintained between the coach and the administrator.
- Coaches can facilitate networking among other special education administrators.
- CAS coaches are provided with ongoing training and recently received the IEP quality training.



Possible Areas of Focus

- Technical assistance to support federal and state compliance
- Review and streamline administrator special education roles and responsibilities
- Time management and organization improvement
- Program models and services
- Differentiated support based on district and/or administrator needs
- Support administrator and staff with the implementation of the new IEP
- Support collaboration between special education and general education teachers

Code of Practice for Executive Coaching

- Mutually agreed upon time and agenda in advance to enable preparation
- Agree to objectives and goals and a structure for monitoring progress
- Adopt non-directive style
- Ensure ongoing, regular review and feedback



What We've Heard

My coach assisted me in preparing a budget proposal to the superintendent and the Board of Education, which will allow for new teaching positions and support staff.

With the assistance of my coach, I was able to develop an action plan and concrete procedures to foster common understanding with a student-centered focus resulting in more collaboration.

Topics That Have Been Covered by Special Education Coaches & Administrators

- Early Childhood Programming
- Development and Revision of District Special Education Manuals
- Data Analysis to Inform Instructional Practices
- Review and Strengthen SRBI Protocol
- Reviewing & Improving Service Delivery and Program Models
- Review of Time with Non-Disabled Peers
- Provide General Education Teachers with Strategies, Modifications and Accommodations that will Support Special Education Students who are in their Classes
- Co-teaching Models
- Classroom Observations and Teacher Feedback
- Classroom Management & Student Behavior
- Review and Development of Transition Plans
- IDEA Grant Development
- Analysis of Out of District Placements, Outplaced & Returning Students
- IEP Meeting Facilitation
- Conducting Difficult Conversations
- Celebrating Successes