

**Organization A
Shoreline Public Schools
Special Education Program Review**

Proposal:

Project Phases

- Phase 1:
 - Project initiation, data and document review
- Phase 2:
 - Team site visit, interviews, and focus groups
 - Presentation of initial findings and recommendations
- Phase 3:
 - Report drafting and presentation of draft report to Superintendent
- Phase 4:
 - Co-develop 5-year project plan
 - Report finalization and presentation to stakeholder groups

Systemic Change as Organizing Framework

Rationale: Organizing a district review around a framework focused on systemic reform requires attention to four of areas, or frames: the symbolic, the structural, the political, and the human resource frames. In this structure, we would attend to all aspects of the special education process through the lens of how systems change.

1. **Symbolic frame** refers to the values and culture as driving forces of change; appealing to people's greater sense of purpose. The symbolic value of a vision suggesting that students with disabilities can meet high expectations can help guide people to believe in raising the bar for students with disabilities. Adopting symbolic language, such the saying, "special education is a service, not a place," can help to shift thinking about what are special education services and how can they be provided. Providing instructional professional development within an MTSS framework shows that the district embraces an "all means all" philosophy. Using students' native language shows students that their culture is important. Symbolism is powerful, however, on its own, not effective.
2. **Structural frame** refers to the structure of the district, including policies, resources, and other structures that support the district's vision. Changing institutional structures is effective when goals are clear, the relationships of cause and effect

are understood, and there is little uncertainty, or ambiguity. Creating a standard operating procedure manual, as one example, can guide systemic changes in special education, as well as provide an accountability tool. Training staff on policies concerning appropriate evaluations procedures can help decrease any inappropriate classifications. A vision and policies are more powerful together than alone, however, not a powerful without examining the district's political structure.

3. **Political frame** refers to the power structures in the district and with external stakeholders. Looking within, is special education included in district leadership so that any reform efforts are not siloed? Are there chasms between the administration and teaching staff that need to be addressed? How does the district develop partnerships with local community organizations, universities, and their local police? Can the district partner with universities and outside agencies? Does the district work together with community leaders to help develop and support culturally relevant strategic plans? How can students have a voice in the district? Understanding and attending to the political context allows acceptance of the vision and policies. That said, all of this is not possible without people to do the work.
4. **Human Resource frame** refers to the support, empowerment, staff development, and responsiveness to employee needs. Do the staff understand what they are being asked to do and why? Are they being given technical assistance to improve their craft? Do they have time within the school day to collaborate with their colleagues? How are staff evaluated? In attending to the needs of the people doing the work, attending to the power structure where the work will occur, creating policies and organizational structures that support the work, and most important of all, knowing the vision and the goals of the work, systemic reform can take place.
5. **District demographics (general and special education)** information summarized and compared to the state and nation as it relates to overall percentages of students with disabilities and disaggregated by disability area, race/ethnicity, gender, and age, as well as the amount of time students with disabilities are educated in general education classes alongside their peers without disabilities.

Additional information: In *Reframing Organizations: Artistry, Choice, and Leadership* (Bolman & Deal, 1997)¹, authors Bolman and Deal suggest that effective and sustainable cultural and structural change occurs when leaders concurrently address several fronts, or what they call frames.

¹ Bolman, L., and Deal, T. (1997). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass.

Systemic Change as Organizing Framework (Sample)

	Evaluation Approach	Extant Data Sources	Data Collection
Symbolic (values, culture)			
MTSS	<ul style="list-style-type: none"> Document analysis-messaging of MTSS Interview/focus group data analysis-messaging and value of MTSS 	Documents – district guidance on MTSS	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Referral and Evaluation	<ul style="list-style-type: none"> Document analysis-tools and messaging of R&E Data analysis – R&E data Interview/focus group data analysis-messaging re: tools, value of R&E 	Documents – district guidance on ref & eval Data – ref & eval	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
IEP Development and Implementation	<ul style="list-style-type: none"> Doc analysis-messaging re: IEP dev and impl, incl spec ed services and instr practices Data analysis – educational placement, student growth Interview/focus group data analysis-messaging and value re: IEP dev and implementation, incl spec ed services and instr best practices 	Documents – district guidance on IEP dev and implementation	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Management of Spec Ed Services	<ul style="list-style-type: none"> Document analysis-messaging re: management of spec ed, incl leadership Int/focus group data analysis-mess/value re: management of spec ed, incl leadership 	Documents – district guid on man of spec ed services	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Structural (org, policies)			
MTSS	<ul style="list-style-type: none"> Document analysis-policies of MTSS Data analysis – intervention data Interview/focus group data analysis-policies re: MTSS 	Documents – MTSS policies Data - intervention	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Referral and Evaluation	<ul style="list-style-type: none"> Document analysis-policies of R&E Data analysis – R&E data Interview/focus group data analysis-policies re: R&E 	Documents – R&E policies	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
IEP Development and Implementation	<ul style="list-style-type: none"> Document analysis – policies re: EP dev and implementation, incl spec ed services and instructional best practices; organization of provision of spec ed Data analysis – IEP dev and Impl Interview/focus group data analysis-policies re: IEP dev and implementation, incl spec ed services and instructional best practices 	Documents – IEP dev and implementation policies	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Management of Spec Ed Services	<ul style="list-style-type: none"> Document analysis-messaging re: policies and org charts re: spec ed Data analysis – compliance data Interview/focus group data analysis-gen policies and organization of spec ed 	Documents-gen policies, org charts-distr/ school	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Political (power structure)			
MTSS	<ul style="list-style-type: none"> Document analysis-leadership re: MTSS Interview/focus group data analysis- leadership re: MTSS 	Documents – MTSS policies	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Referral and Evaluation	<ul style="list-style-type: none"> Document analysis-leadership of R&E Interview/focus group data analysis-policies re: R&E 	Documents – R&E policies	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
IEP Development and Implementation	<ul style="list-style-type: none"> Doc analysis – leadership re: IEP dev and impl, incl spec ed services and instr practices Interview/focus group data analysis-leadership re: IEP dev and implementation, incl spec ed services and instructional best practices 	Documents – IEP dev and implementation policies	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Management of Spec Ed Services	<ul style="list-style-type: none"> Document analysis-messaging re: leadership, organizational charts re: spec ed Interview/focus group data analysis – leadership, organization of spec ed 	Documents – org charts – district and school	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Human Resource (people)			
MTSS	<ul style="list-style-type: none"> Document analysis-resources, training re: MTSS Interview/focus group data analysis- resources, training re: MTSS 	Documents – MTSS policies	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Referral and Evaluation	<ul style="list-style-type: none"> Document analysis- resources, training re: R&E Interview/focus group data analysis- resources, training re: R&E 	Documents – R&E policies	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students

IEP Development and Implementation	<ul style="list-style-type: none"> • Doc analysis-resources, training re: IEP dev and impl, incl spec ed serv and instr pract • Interview/focus group data analysis- resources, training re: IEP dev and implementation, incl spec ed services and instructional best practices 	Documents – IEP dev and implementation policies	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students
Management of Spec Ed Services	<ul style="list-style-type: none"> • Document analysis-messaging re: leadership, organizational charts re: spec ed • Interview/focus group data analysis – leadership, organization of spec ed 	Documents – org charts – district and school	Interviews/focus groups (where appr) – administrators, teachers, related service providers, families, students

Deliverables

Review of reports indicate that this organization lists areas of strength, areas of concern and areas of recommendations in areas they have reviewed.