

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 the administrator.



District And School Benefits

- ❑ Improved special education services
- ❑ Improved family communication and satisfaction
- ❑ Improved ability to manage special education requirements and timelines
- ❑ Improved communication and collaboration across all staff
- ❑ Improved retention rates for special education administrator and staff



For More Information Contact:

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...my administrator said she was so glad that I was meeting with her so she could benefit from my coaching and then was better able to determine next steps

....my administrator did an excellent job developing and implementing her action plan – I was a sounding board and devil's advocate.



SPECIAL EDUCATION Executive Coaching Program

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

There are two models. In the first model, districts may apply for a coach. An application is available on the CAS website. Applications that provide the strongest rationale to support this request will be selected. The second model is comprised of districts that are selected by the CT State Department of Education. Either of these services are available at no cost to the district.



What is Involved?

- ❑ 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 and protocol.
- ❑ Coaches may meet with the administrator 1 to 3 times per month in a year-long commitment.
- ❑ 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.
- ❑ Professional development opportunities are provided for the coaches and administrators.

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.

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



...the flexibility of the coaching model is very personalized....my administrator knows that she can share anything and I will keep it in confidence.

...in our review and development of effective staff meetings, my administrator has implemented highly productive and meaningful meetings for teachers and support staff.

Topics That Have Been Covered By Special Education Coaches And Administrators

- ❑ Early Childhood Programming
- ❑ Parent Outreach
- ❑ Development and Revision of District Special Education Manuals
- ❑ Data Analysis to Inform Instructional Practices
- ❑ Reviewing & Improving Service Delivery and Program Models
- ❑ Review of Time with Non-Disabled Peers
- ❑ Co-teaching Models
- ❑ Classroom Observations and Teacher Feedback
- ❑ Classroom Management & Student Behavior
- ❑ Alternative School Review
- ❑ Review and Development of Transition Plans
- ❑ IDEA Grant Development
- ❑ Analysis of Out of District Placements, outplaced students and returning students
- ❑ IEP Meeting Facilitation
- ❑ Conducting Difficult Conversations
- ❑ Celebrating Success

