

## Professional Development

chairs: Holle Spessard & Melanie Kray

### Needs

- Support finance training being scheduled and provided throughout the state
- Support proper training of new staff
- New leader training – break down between aspiring, mid-level, and directors
- Maintain a professional development balance between legal and effective instruction/programing
- Engage in focused discussion of Strategic Plan to increase activism and ownership
- Hold intentional discussions at Area meetings on the MSP areas
- Review & consider MASE fundraising options
- Provide training related to telling “your story” to legislators/lobbyists, dedicate time to develop/practice as a group
- Study and implement principles from the *Checklist Manifesto* – engage in a book study and develop checklists that could be used by all MASE members

### Goal

- Within 3 years, all directors will have the opportunity to attend the finance boot camp
- Within 3 years, all MASE members will be familiar with strategic plans
- Within 3 years, PD committee will look at ways to support tier 1 & 2 teachers, plus directors who oversee them

### Benchmarks

- Determine finance boot camp schedule
- Compile strategic plan and create visual handout for communication purposes
- Analyze SpEd 101 & determine how MASE will continue the learning to help teachers reach deeper levels of understanding

### 18-19 Area of Focus

- New leader cohort will be revamped for 18-19 school year and will be analyzed annually
- Roll out Finance Boot Camp
- Survey group to determine best way to hold fundraisers & conferences

## Who We Are

### Mission

MASE builds strong leaders who work on behalf of students with disabilities.

MASE is organized to promote professional leadership, provide the opportunity for study of problems common to its members, and to communicate, through discussion and publications, information that will develop improved services for exceptional children. Further, its purpose is to foster high quality programs of professional development for members, to make studies of selected programs that relate to services to children with disabilities, improving the leadership of administrators for special education and to be active in the legislative process.

- Affiliated with the Minnesota Association of School Administrators
- Recipient of the Council of Administrators of Special Education Exemplary Unit Award 2002 and 2004
- Recipient of the Outstanding Achievement in Awards 2003, 2004, and 2005

### MASE Board Information

Executive Director: John Klaber

<https://www.mnase.org/board.html>

### MASE STRATEGIC PLAN



1884 Como Ave.  
St. Paul, MN 55108  
651-645-6272



2018-2019

# MASE STRATEGIC PLAN

<https://www.mnase.org>

## Membership

chair: Wendy Cirkseña

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### Needs

- Facilitate the sharing of consistent information from MDE to members
- Clearly communicate message out why MASE exists
- Clearly communicate connection between MASE & Area meetings
  - Clarify and support Area Director role, which includes reaching out and connecting with all MASE members in Area
- Determine where Charter Schools involvement fit within MASE
- Consistently survey members for input and training needs
- Develop a connection with student members – disseminate invitations to encourage active participation at meetings, training, conferences
- Assign mentors for new Directors

### Goal

By 2021 to have a broader representation in MASE.

### Benchmarks

• number of “traditional” members  
• number of superintendents who are in the  
ent group  
to student members (those working toward  
)  
nicate with clarity why be a MASE member  
ector Representatives connect to all members  
rea

### 18-19 Area of Focus

Pulling membership list and disaggregate by MASE Areas. Identify who are members & who are not members and reach out with the “why” (benefits of membership).

## Federal Advocacy

chairs: Cheryl Hall & Darren Kermes

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### Needs

- Establish streamlined communication on topics in PLAAPF with legislators
- Foster relationships with legislators, all Representatives and Senators
- If/when reauthorization of IDEA process occurs
- Address special education teacher and related service staffing shortage
- Address potential disability category ‘creep’ (ex: ADHD, Dyslexia)
- Address paperwork reduction
- Advocate for simplified and consistent process for compliance monitoring
- Promote the need for college programs for all SpEd licenses (undergrad & low incidence areas)
- Increase the number of special education license programs
- Advocate for appropriate special transportation requirements

### Goal

Increased knowledge of our members to communicate on a federal level and increase knowledge of changes to IDEA so that MASE can build consensus on how to respond.

### Benchmarks

- Provide members language to communicate with legislators consistently.
- Members will be able to identify congressional rep by region and residence and make contact annually.
- Committee will utilize list-serve to encourage members to contact legislators in a timely manner (fostering relationships).
- Regional reps could share this at each region.

### 18-19 Area of Focus

- Roll out the message of importance for reaching out and communicating with legislators to affect change, or at least protect what we have.

## Legislative

chairs: Diane McCarron & Jamie Nord

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### Needs

- Support effective communication between MASE Legislative Consultant (Brad) and members
  - Examples could include blog, vlog, podcast
  - Expand connection during legislative session – commit to weekly calls
- Teacher shortage, consider and review grow your own programs and other recruitment options
- Develop and provide members with guidance surrounding Dyslexia
- Identify and communicate preventative mental health supports beyond special education
- Continue to address issues with SpEd finance formula
- Continue to address issues with MN Special Education Licensing

### Goal

By June of 2021 the MASE membership will be active advocates for meaningful legislative change.

### Benchmarks

- Training membership to “tell our story”
- Building personal relationships with legislators and advocates
- Increased communication with lobbyists

### 18-19 Area of Focus

Engage in legislative efforts related to:

- Teacher shortage
- Dyslexia
- Mental health supports
- Special education formula
- Licensing
- Paperwork reduction

