

**PREPARING  
SPECIAL EDUCATION  
PERSONNEL  
FOR ADVOCACY ROLES**

# Need for strong advocates in many areas/levels relative to special education

**Federal:** Legislation  
Policy  
Funding

**State:** Legislation  
Policy  
Funding

# Need for strong advocates in many areas/levels relative to special education

## **Local:**

Funding

Administrative Support

Service delivery

Parent Support

Teacher Support

# Responsibility in Advocacy Development

## Special Education Doctoral Program Faculty and Administrators

Actively Practicing Advocacy

Preparing University/College Faculty in Advocacy

Preparing General Education and Special Education Administrators

Preparing Special and General Education Administrators

Conducting Research on Advocacy

Disseminating Information on Advocacy



# Responsibility in Advocacy Development

## Special Education Faculty at University and College Levels

Actively Practicing Advocacy

Preparing Special Education Teachers and Administrators

Preparing General Education Teachers and Administrators

Preparing Special and General Education Administrators

Conducting Research on Advocacy

Disseminating Information on Advocacy

# **Responsibility in Advocacy Development**

## **Professional Organizations**

**CEC and all Divisions**

**ACRES**

**NASDSE**

**ASHA**

**AERA, AACTE, NEA, AFT, CCD many others**

The background of the slide is a low-angle photograph of the Washington Monument. The monument's iconic obelisk shape is visible, with its surface showing the texture of the stone blocks. The sky is filled with soft, white clouds, and the overall lighting is bright and clear.

# **Doctoral Policy Internships in Washington, D.C.**

**University of Central Florida**

**Wilfred Wienke, Ed.D.**

# UCF's Washington, DC Internship in Policy and Advocacy





# Project LEAD Support for Scholars

Scholar Financial Support: \$22,000 annually

Medical Insurance

Office Space

Research Opportunities and Funding

Conference Travel

Scholars with Disabilities

# Scholar-Intern Support

Shipping Costs of Materials & Personal Items

Travel cost to/from Washington, DC

Lodging at George Washington University

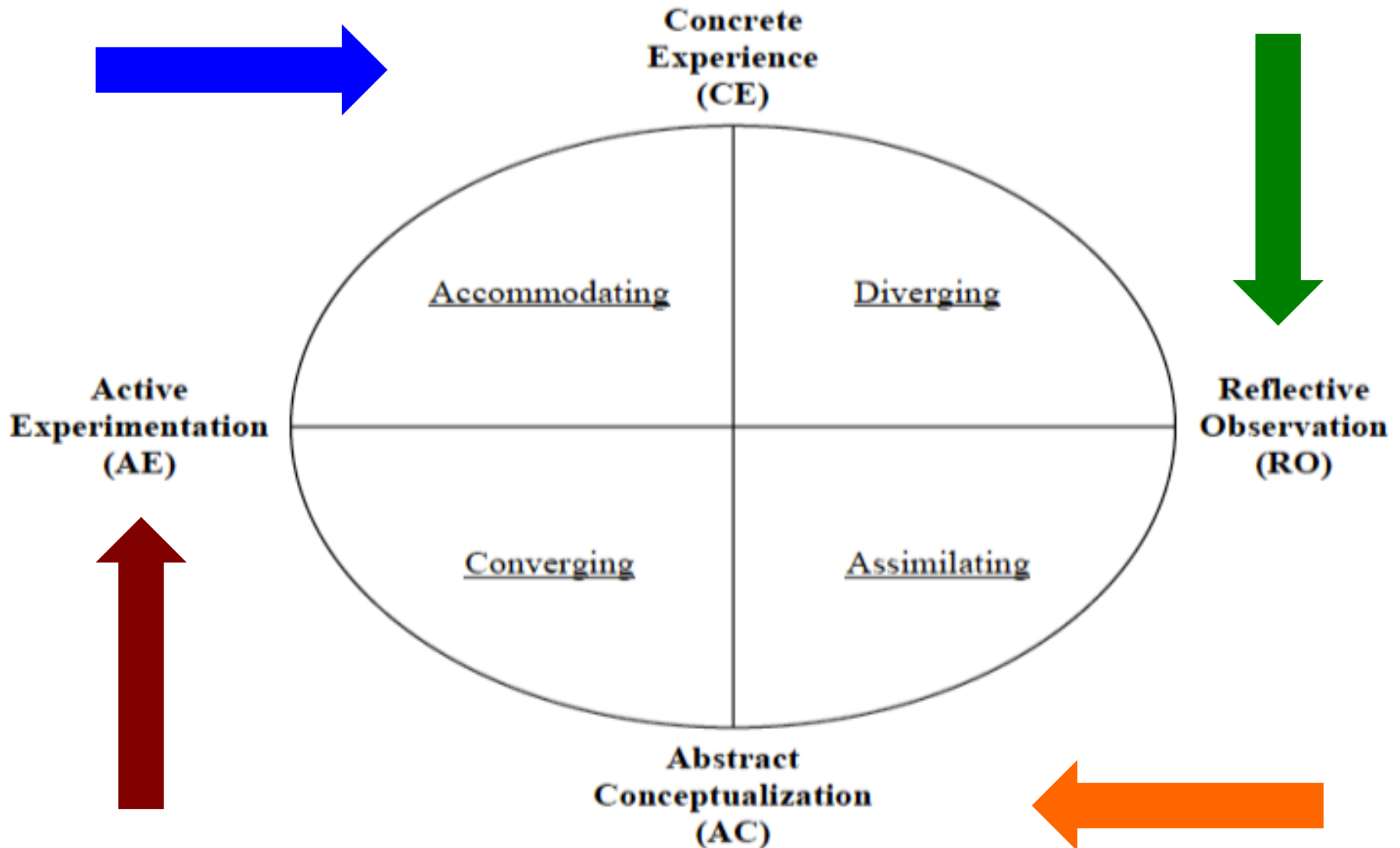
Travel costs within DC to Sites & Assignments

Meals, Communication, Site Specific Cost  
Assistance

Ongoing Regular Scholar Support & Insurance

# Experiential Learning Model

Kolb, 1984



# OSEP Blue Ribbon Panel





# Internship Reflection



**Traditional Journaling**



**Electronic Journaling**

# Graduate Housing

George Washington University Housing

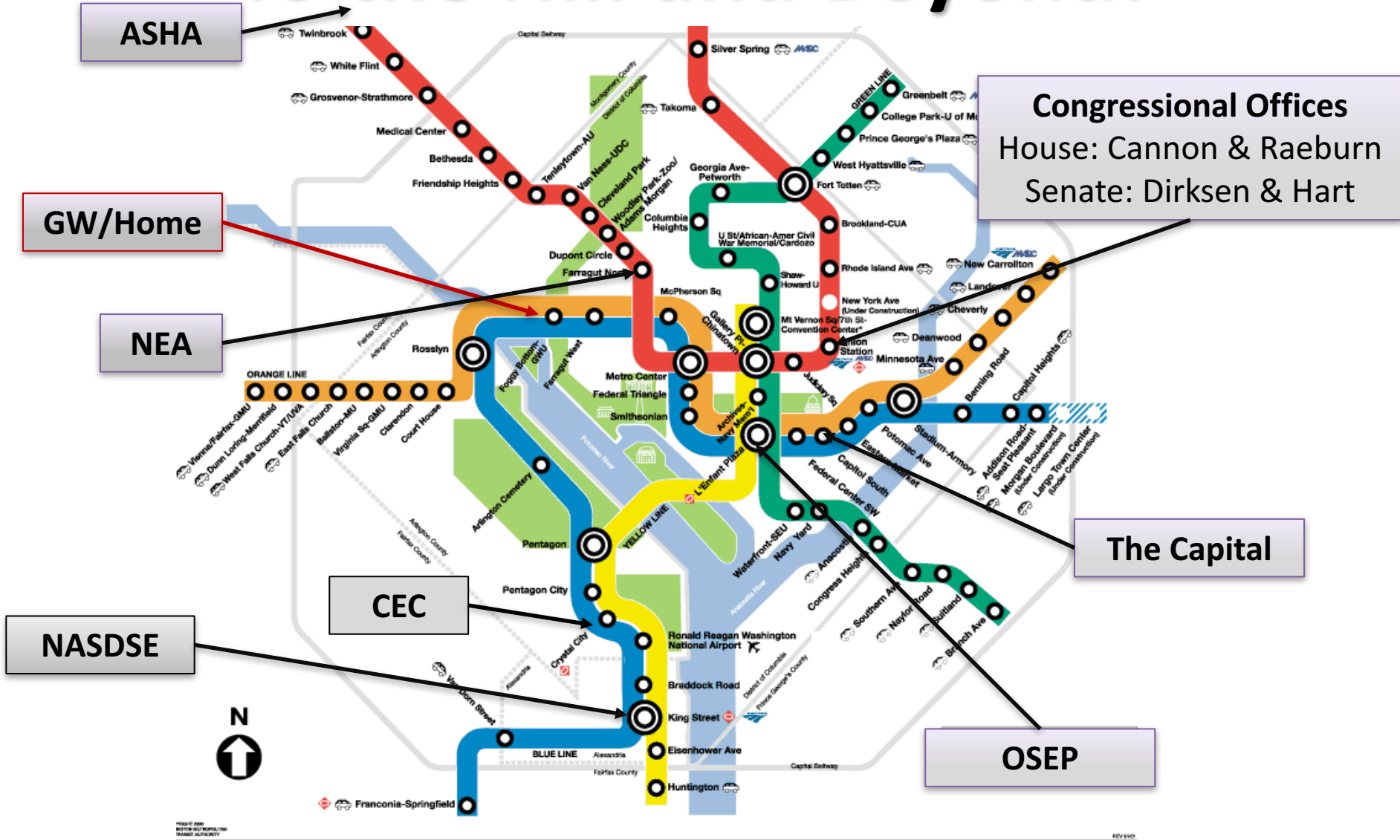
Law Student Graduate Studio Apartments

Located in Foggy Bottom/West End neighborhood





# To the Hill and Beyond!



# Policy Internship: OSEP



**U.S. Department of Education  
Office of Special Education Programs,  
Research to Practice (RTP) Division**

# Unique Knowledge & Insight Gained



U.S. Department of Education



AIR<sup>®</sup>

AMERICAN INSTITUTES FOR RESEARCH<sup>®</sup>

**PDP** Personnel Development Program  
Data Collection System

**IDEAs that Work**

U.S. Office of Special Education Programs

**OSEP Project Directors' Conference**

Home, Information, Email icons

The banner features a background image of hands working on a project. On the left, there is a circular logo with the text 'IDEAs that Work' in red and blue. Below the logo, the text 'U.S. Office of Special Education Programs' is written in white. On the right, the text 'OSEP Project Directors' Conference' is written in white on a blue background. At the bottom right, there are three small icons: a home icon, an information icon, and an email icon.





# Networking in DC





Lauren -

Thank you for all your hard work!

Aimee Duran

# Policy Internship: NASDSE



**National Association of State Directors of  
Special Education**



# WIOA Signed July, 2014

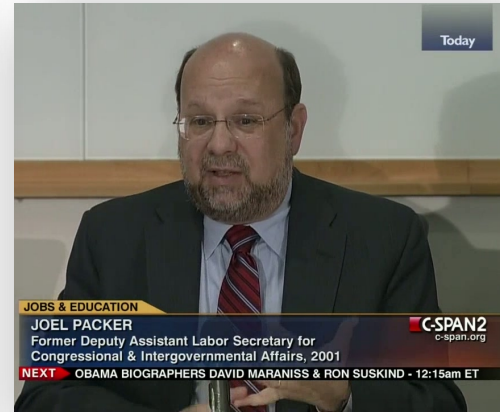


# COLLABORATION is the Key

## Agencies, Organizations, & Coalitions



COMMITTEE FOR EDUCATION FUNDING





 **ELEVATO**

**OUT OF  
ORDER**

we're working on it

This elevator is being serviced to ensure that it continues to operate safely and reliably for you. We apologize for the inconvenience and promise to get it back in service as quickly as possible. If you have any questions, please see the station manager or visit [metroforward.com](http://metroforward.com).

 **forward**  
metro [visit metroforward.com](http://metroforward.com)

**BACK IN SERVICE**

**OCTOBER  
2012**



# Senator Harkin Gathering the Troops for passage of the UN Disability Treaty

Convention of  
the Rights for  
Persons with  
Disabilities



# The Balancing Act:

Full time internships, coursework,  
and dissertation writing



What we tried to do



What we actually did

# Personal Take-Aways

Selma

• FOLLOW FEDERAL AND STATE POLICY AND CONTACT LOCAL AND NATIONAL LEGISLATIVE REPRESENTATIVES.

Carrie

• WE NEED TO TAKE TIME TO MENTOR NEW PROFESSIONALS.

Zachary

• WE CAN LEARN A LOT FROM OTHER COUNTRIES.

Krista

• TECHNICAL ASSISTANCE AND DISSEMINATION CENTERS ARE AN IMPORTANT PART OF SPECIAL EDUCATION.

Jackie

• EVERY ADVOCATE'S VOICE IMPACTS LEGISLATIVE OUTCOMES.

# Productivity of Interns and Graduates

**Ben Gallegos, PhD, Post Doc at UCF**

Intern 2015- OSEP

Short course 2016 with Jane West

CEC 3 day Special Education Legislative Summit

Instruction of UCF scholars on campus

# Productivity of Interns and Graduates

## Jenn Holbrook, ABD, 2016 TED Award for Advocacy

Intern 2016 - NASDSE

CEC 3 day Special Education Legislative Summit

Joseph P. Kennedy Public Policy Fellowship Nominee

Advocate for Nephew Patrick

Advocated for start of inclusive schools in California and Massachusetts

Started program for young children with Down Syndrome –preservice

Welcomed Senator Andy Gardiner to UCF



# Productivity of Interns and Graduates

**Peggy Schaeffer Whitby, PhD, Associate Professor,  
University of Arkansas**

Intern Summer 2008 – Jane West, AACTE

West, J. & Schaefer Whitby, P (2008). Progress for students with disabilities under NCLB and the path forward. *Focus on Exceptional Children*, 41(3), 1-16.

Whitby, P.J.S. & Wienke, W. (2012). A Special Educator's Call to Action for Advocacy in National Education Policy. *Intervention in School and Clinic*, 47 (3) 191-194.

Whitby, P. J. S., Marx, T. McIntire, J., & Wienke, W. (2013). Advocating for students with disabilities at the school level: Tips for special education teachers. *Teaching Exceptional Children*, 45 (5), 32-39.

# Productivity of Interns and Graduates

**Kimberly Knackstedt, PhD,**

Short course 2016 with Jane West

Joseph P. Kennedy Public Policy Fellow 2015-2016

Disability Policy Advisor

House Committee on Education & the Workforce

The Honorable Bobby Scott, Ranking Member



# **Advocacy for State and Local Policy**

**University of Northern Colorado**

Harvey Rude, Ed.D.

# State and Local Advocacy

- Every Student Succeeds Act Opportunities
- Marshal Your Allies
- Enlist the Parent and Advocacy Communities
- Coalitions of Professional Organizations Send a Stronger Message
- Potential Connections to Business Leaders and Influential Community Members

# Do Your Homework

- Know your issue inside out
  - Locate Data and Statistics to build your case
  - Explain Research, History, and Political Philosophy in a way that average people understand
- Know the other side
  - Understand arguments against to strengthen your own position
  - Acknowledge arguments that you can't answer as problems to be addressed and offer solutions

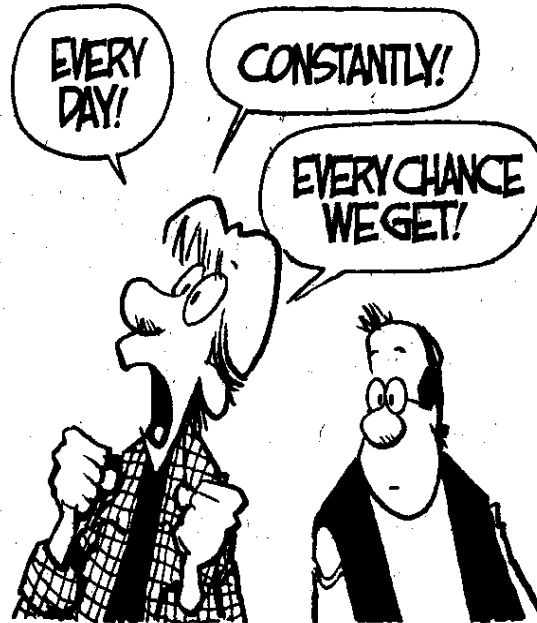
# Do Your Homework

- Know relevant legislative committees and who's on them
  - House and Senate Education Committees
- Know other key legislators and their positions on your issue
  - Finance and Appropriations Committees
  - Influential lawmakers regardless of committee assignments
- County Commissioners and Local Policy in Rural Communities

# Define Your Message

- A well-defined message is easy to communicate and pass along to allies
- Specific and concise messages are valued by Policy Makers and their Staffers
- If Controversies Exist, Be Absolutely Clear About the Potential Consequences
- Speak with One Voice = Clear and Specific Message that Everyone Can Articulate

ZITS





# Creating Communication Networks

- Fast and Reliable to Mobilize Action
- An Individual or Small Group responsible for Coordination of Communication System
- Central Point of Communication to Ensure Content and Accuracy
- Regular Updates on Progress
- Use of Social Media; Print and Broadcast Media

WE CAN'T START  
DESIGNING THE PRODUCT  
UNTIL SOMEONE TELLS  
US WHAT FEATURES IT  
SHOULD HAVE.



E-mail: SCOTTADAMS@AOL.COM

UM... I DON'T  
THINK IT'S VERY  
MUCH LIKE THAT.



© 2006 Scott Adams, Inc. /Dist. by UFS, Inc.

THAT'S LIKE SAYING  
YOU CAN'T PLAY ON  
THE BEACH UNLESS  
YOU KNOW HOW  
MANY GRAINS OF  
SAND THERE ARE.



ANALOGY POLICE.  
COME WITH ME.



# Approaching Policy Makers Personally

- Clear Goal in Mind Prior to Contact
- Communicate the Advantage of Supporting You and the Costs of Not Doing So
- Maintain Regular Contact to Maintain Relationships
- Tell Your Story
- Invite Policy Makers to the Sites their Policy Affects



Locate, Prepare, and Support Highly Effective Teachers in Rural Schools.

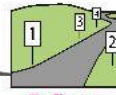
UNC Center for Rural Education



How will we evaluate our success?



Acquire and deploy Resources needed



Define and actualize Team roles

Implementation evaluation through continuous progress monitoring



Timeline



Deliverables

- Mentor Teachers to serve as Coaches
- University Faculty to deliver Teacher Licensure Coursework
- Pre-service Teacher Candidates committed to teaching in rural schools
- Middle and High School Students recruited to "Today's Students Tomorrow's Teachers" program

- Rural School Principals and Teachers (Public Advisory Board)
- MAST Institute, College of Education and Behavioral Sciences, College of Natural and Health Sciences (UNC Core Project Staff)
- Teacher Leaders and Principals (Rural Mentor and Coaching Network)
- Community Colleges, Colorado BOCES Association, Rural Education Council (Community Partners)
- Teacher Candidates (Project Participants)

- December 2015: Identify Juniors and Seniors at UNC from rural Colorado communities
- May 2016: Begin Delivery of Post-Baccalaureate Teacher Preparation Program
- June 2016: Today's Students Tomorrow's Teachers on UNC Campus
- August 2016: Placement of Student Teachers in Rural Districts
- August 2017: Completion of Resident Teacher Preparation Program

- Pipeline of prospective teacher candidates
- Graduation of Resident Teacher Program participants
- Development of Rural Teacher Recruitment Network
- Articulation Agreements with Community Colleges in rural communities for 2+2 Teacher Education Program

Creation of Rural Teacher Mentoring and Induction Network

Feedback from partner schools in rural Colorado

Student satisfaction surveys and demonstrated competencies

Numbers of highly effective Teachers for Rural Schools, Prospective Rural Candidates for Teacher Education



# Closing Thoughts

- ALWAYS Provide Accurate Information
- Recognize that Policy is more Influenced by VALUES than RESEARCH or DATA
- ALL Politics is Local
- Advocacy Over and For the Long Term!

Policy is not based on  
research.

Policy is based on values.

Research challenges us to  
question; tests us to change.

*Barbara Keogh, 1992*



**Wilfred Wienke, EdD**

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**Harvey Rude, EdD**

Harvey.Rude@unco.edu

**Please contact us, if you have questions**