

Fostering Leadership Excellence in Special Education

Individuals who provide, lead, or manage the provision of Special Education services require leadership skills to prepare them to:

- Confidently navigate the demands of complex legal, program, and placement issues
- Advocate for students and programs in the district
- Continuously train, support and monitor compliance despite frequent staff turnover, and changes from lawmakers
- Provide services with scarce resources and fiscal responsibility when faced with “unlimited wants”
- Confidently meet with attorneys, principals, parents, staff, etc. on issues of compliance, programs, and placements in school settings
- Think and work strategically and collaboratively with diverse stakeholders

Special Education issues overlap diverse departments in a school district, as well as across the community at large; as such, clear processes for communication and problem solving are critical to turn the complexities of the issues into thoughtful practice. TregoED processes can help Special Education leaders:

- Handle high-stakes IEP/Section 504 meetings involving multiple stakeholders
- Navigate emotionally charged meetings/conversations using transparent processes
- Plan for critical student transitions across all levels Pre-K-Adult (Post Secondary)
- Maximize positive impact of co-teaching and inclusive practices
- Improve efficiency in allocation of financial and human resources
- Improve student achievement and behavioral issues using appropriate data to drive instructional decisions
- Build capacity of staff for collaborative problem solving with diverse stakeholders including central office, state department, educators, families, students, etc.



Through the effective and efficient use of TregoED tools, our Special Education team has been able to develop a systematic way of supporting one another for the ultimate outcome of meeting the needs of our students with disabilities.”

Madeline Jacobs, Former Assistant Executive Director,
Department of Exceptional Children, Charleston County School District, SC

Contact TregoED to learn how our workshops, consulting and support can help your Special Education Department achieve and exceed its goals!



The TregoED Approach



96% of participants report using TregoED processes in the months after attending a workshop.

TregoED Thinking Processes

Each process incorporates easy-to-follow steps and proven best practices to address four different types of situations:



Situation Appraisal:

Examine, understand and handle complex issues discussed at meetings.



Decision Analysis:

Make clear, transparent choices that maximize benefits and minimize risks such as student placements, teaching assignments, curriculum and supply purchases, etc.



Potential Problem Analysis:

Prepare for upcoming changes by examining possible problems or opportunities when implementing new programs, transitioning students, etc.



Problem Analysis:

Analyze data when things go wrong to identify true causes for achievement discrepancies or disparities, etc.

Who we are

For over 25 years, TregoED has helped build the decision-making and problem-solving capacity of education leaders. TregoED's proven analytic processes are based on Kepner-Tregoe's pioneering research used by organizations and Fortune 1000 companies around the world. These process tools are the essential first step to building leadership capacity and improving student outcomes.