



Welcome to Inclusive Leadership Topical Action Group (TAG)

Thursday, January 9th 2024
3:00-4:00 Eastern Time

Welcome to our TAG!

Participants: please change your Zoom name to
your state and name

Ex: Florida, Agatha Trunchbull

CEEDAR staff: please change your Zoom name to
CEEDAR, Your name

Check in:
What was your favorite class you had during your K-12 schooling? What made it so special or interesting? Share your answer in the chat.



Welcome & Introductions



Dr. David DeMatthews

Professor, Department of Education
Leadership and Policy,
The University of Texas at Austin



Nichole Spalding

Technical Assistance
Specialist,
CEEDAR, University of Florida



Dr. Bobbi Newman

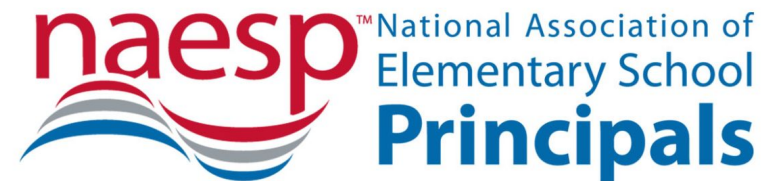
State Lead for CEEDAR Center,
Principal Researcher, American
Institute for Research (AIR)



Abby Berner

Engagement Specialist, CEEDAR,
Research Assistant, American
Institute for Research (AIR)

Our Partners

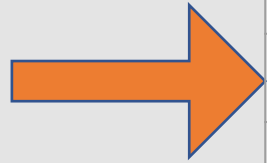


The purpose of the IL TAG is to...

- elevate the importance of **inclusive leadership** in our work,
- **focus on inclusive practices** in our programs, coursework, clinical experiences, and policies,
- engage in **authentic conversations** on their inclusive leadership efforts,
- and **share expertise, successes and challenges**, and discuss how to use resources to support scaling and sustainability.

Inclusive Leadership

Potential Topics for Discussion



Date	Topic
January 9	Curriculum, Instruction and Assessment
February 6	Curriculum, Instruction and Assessment
March 6	Communities of Student Care and Support
April 3	Professional Capacity and School Personnel;
May 1	Professional Community for Teachers and Staff
June 5	Meaningful Engagement of Families and Community
July 10	Operations and Management, School Improvement

Today's Agenda

- Welcome and Introductions
- Resource Sharing - Standard 4
- **Cross State** Breakout Groups
- Spotlight on New Hampshire
- **State** Breakout Groups
- Final Thoughts and Action Items



Standard 4: Curriculum, Instruction, and Assessment

“Principals have the responsibility to support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to foster student achievement...” (p. 25).

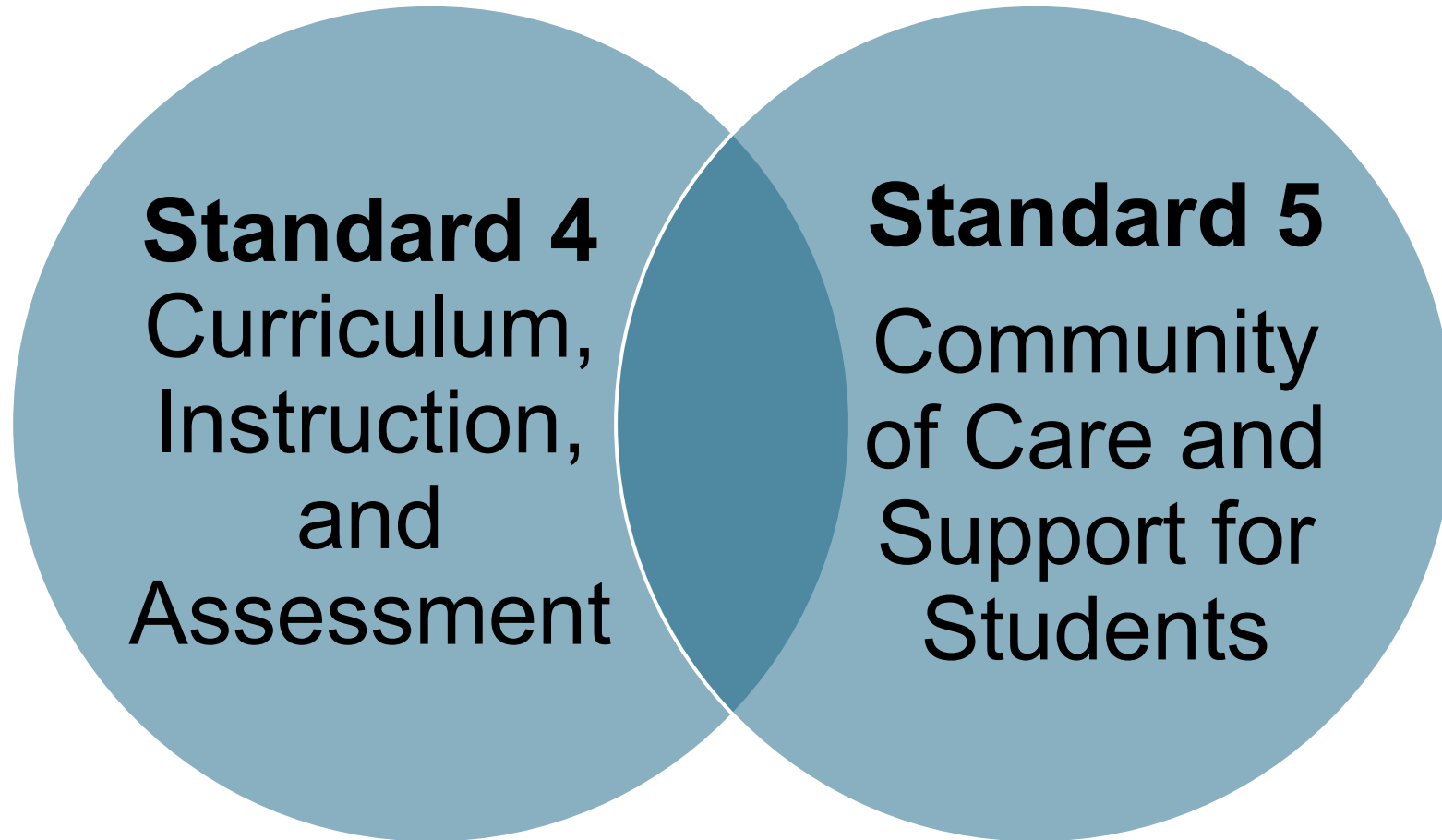
Standard Components	Program/ Faculty	Courses	Clinical	Policy
4.1: Communicate high academic expectations for all students, including students with disabilities; promote high-quality, intellectually challenging curricula and instruction; and provide opportunities for students with disabilities to achieve within the general education curriculum using multi-tiered systems of support (MTSS).		X		
4.2: Work collaboratively with classroom teachers to help them develop their capacity for effective instruction for each student		X		

Standard 4: Curriculum, Instruction, and Assessment (continued)

“... many principals lack the pre-service and in-service preparation to identify or support high-quality instruction for students with disabilities; thus, they need to proactively seek guidance and support for this work (p. 26).

Standard Components	Program/ Faculty	Courses	Clinical	Policy
4.3: Ensure that evidence-based practices (EBPs) and high-leverage practices (HLPs) are implemented.	X			
4.4: Promote appropriate, clear, and valid monitoring and assessment systems in which teachers receive meaningful information about how students respond to instruction and where information is relevant to instructional improvement			X	

Interconnected: Standards 4-5



Cross State Breakout Room Guiding Question

Share an example of how your SEA/EPP is strengthening program implementation of curriculum, instruction, and assessment for aspiring and current school leaders.

CEEDAR facilitators, be prepared to come back from breakouts and share 1-2 sentences that summarize the discussion.

We will stay in these breakout rooms until 3:30 ET.

Takeaways from Cross State Discussion

Welcome back! **CEEDAR** facilitators, share 1-2 sentences in the chat that summarize your group's discussion.



**Newmarket
Elementary School
MTSS Journey**

*Presented by
Patty Wons, Assistant Superintendent of Schools
Sean Pine, NES Principal*



Newmarket Elementary School MTSS Journey

Session Outcomes:

- Background, Experience and Will
- Building an MTSS School-Based Leadership Team
- Creating a School Schedule to Support MTSS
- Ongoing Professional Learning for Staff
- Student Achievement Growth Data
- Sustainability



Newmarket Elementary School

MTSS Journey

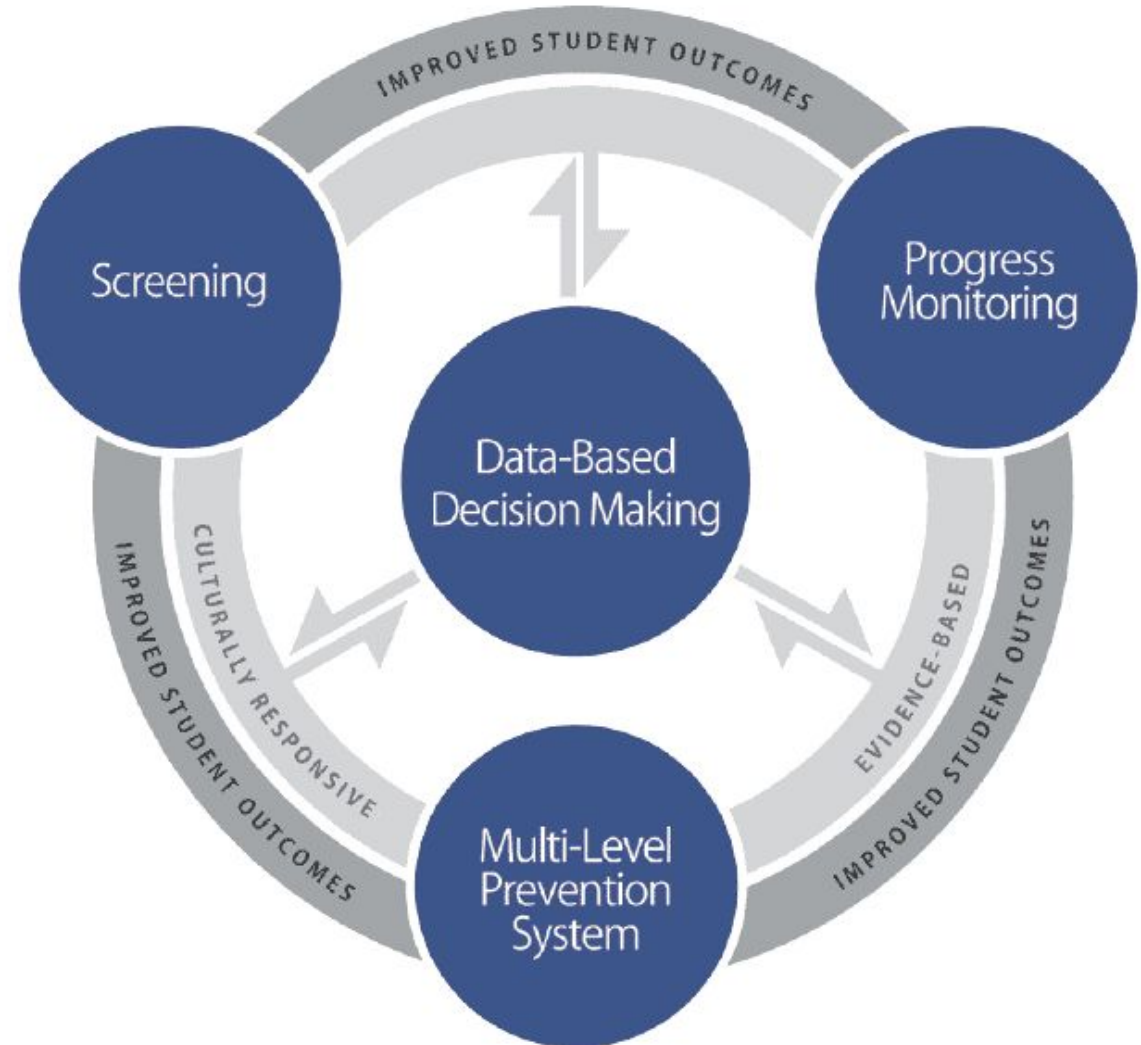
Background, Experience, and Will

Patty Wons	Sean Pine
• Public educator for over 30 years • Assistant principal - 2014-15 received training – (AIR) implemented RTI/MTSS structure • Recognized as the first middle school in the state with an MTSS structure • Facilitated Professional Learning with all staff • Principal - 2017-18 implemented MTSS structure in the largest NH middle school (1,300 students) • Currently Assistant Superintendent and leading a District MTSS Team • Support School Leaders in developing MTSS structure, analyzing data, professional learning, and support	• NES Principal, public educator for over 30 years • Attended training to lead and support an MTSS Team • Advocated for the need to hire a Literacy Coach • Formed a Scheduling Committee to redesign the school schedule to support MTSS • Implemented a WIN Block to support Tier II interventions • Co-Facilitating a School Growth Plan Team • Leading educators to analyze data regularly and tying to instruction • Support Grade 5 Team to implement a Co-Teaching Model with Special Education Teacher



Newmarket Elementary School MTSS Journey

MTSS Essential Components



Source: National Center on Response to Intervention, 2010



Newmarket Elementary School

MTSS Journey

First Steps

- Form MTSS Leadership Team (Data Team)
- Define Universal Screening Process
- Define a Progress Monitoring Process
- Reallocate Resources to Support MTSS
- Provide Adequate Time in the Day to Deliver Tier II and Tier III Interventions (WIN Block)



Newmarket Elementary School

MTSS Journey

Getting Started:

- MTSS Essential Components
 - What **data** are we collecting?
 - **How do we know** our students are making progress?
 - Do we have the **infrastructure and supports** necessary for an effective MTSS?
- Answering those questions led us to **develop** a Multi-Tiered System of Support at NES

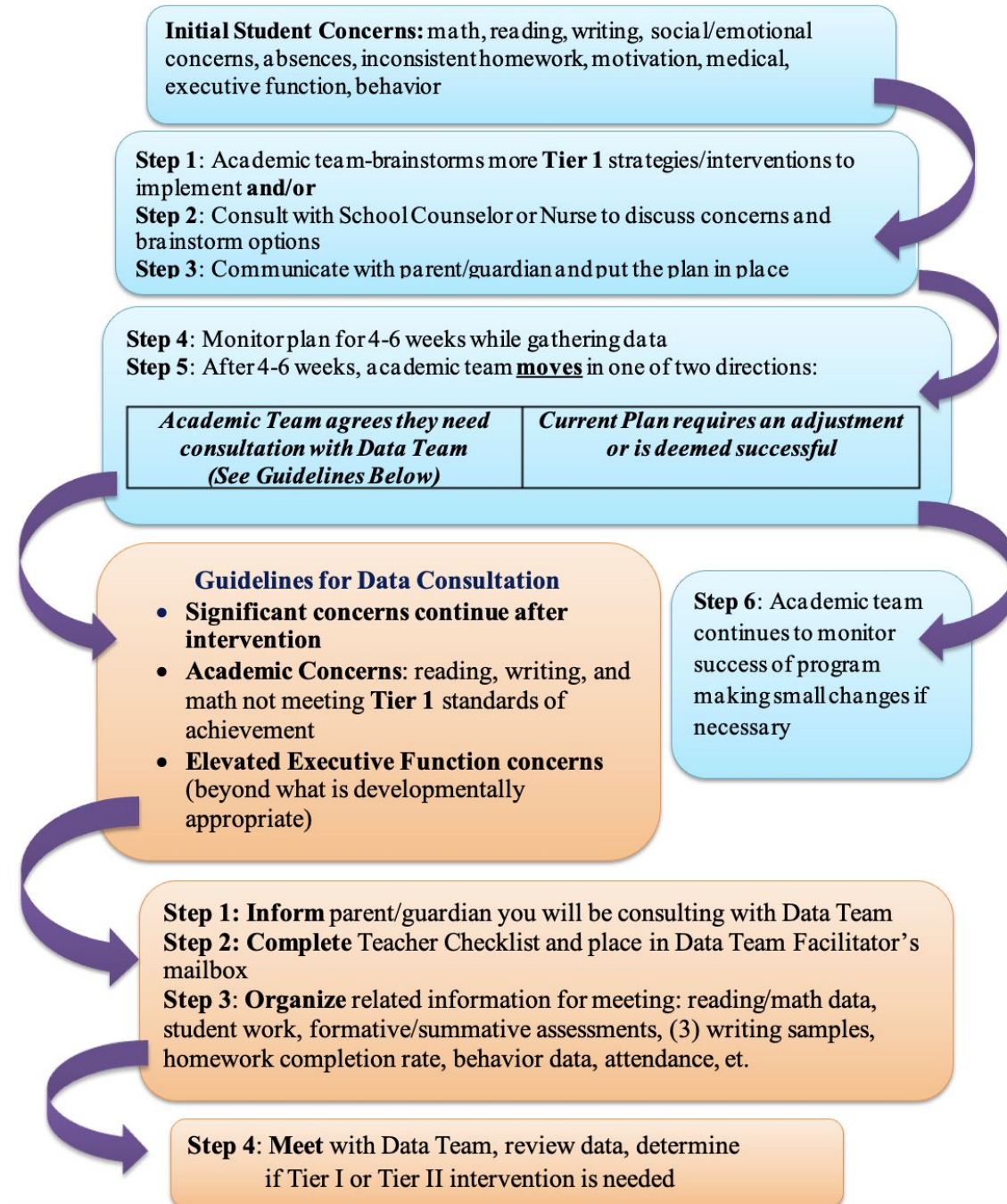


Newmarket Elementary School MTSS Journey

Flowchart Data Team Consultation Meetings



Newmarket School District Flowchart for Data Team Consultation Meetings



Newmarket Elementary School MTSS Journey

Building the Infrastructure:

- Define Universal Screening Process
- Determine Cut Scores (Tier II & III)
- Define a Progress Monitoring Process
- Reallocate resources to support a MTSS
- Provide adequate time in the day to deliver Tier II and Tier III interventions



Newmarket Elementary School

MTSS Journey

Progress Monitoring Process for Instructional Decision-Making

Newmarket School District

	READING	MATHEMATICS
Staff Responsible for Progress Monitoring	- ESGI (K)-----Kindergarten Teachers - LETRS Sp. Inv. (Basic(K-2) & Adv. (3-5)Classroom Teachers - PSI (Phonics Screener)Rdg./Sped. Interventionists - PASI (Phonemic Awareness Screener)Rdg./Sped. Interventionists - iReady Dyslexia Screener..... Rdg./Sp. Educ. Interventionists - iReady Personalized Instruction..... Classroom Teacher - iReady Reading Diagnostic.....Classroom Teacher	- iReady Personalized Instruction - iReady Math Diagnostic (Classroom Teachers)
Purpose of Progress Monitoring	Monitor students' response to Core Instruction, Tier 2, and Tier 3 Instruction in order identify students who are not demonstrating adequate progress, and/or compare the efficacy of different forms of instruction.	
Frequency	Core/Tier 1: 1x per month Tier 2: 2x per month or weekly Tier 3: Weekly	
Tracking and Reporting Data	Special Educators and Classroom Teachers- Responsibilities include: - Collecting progress monitoring data - Keeping progress monitoring records - Reporting progress monitoring data at monthly grade level Instructional Decision Making (DATA) meetings. Data Leadership Team's responsibilities include: - Reviewing progress monitoring data regularly - Ensuring administration and scoring process of progress monitoring data is accurate - Identifying students in need of supplemental interventions - Evaluating efficacy of supplemental interventions	
Questions Progress Monitoring Will Answer	✓ Are students making progress at an acceptable rate? ✓ Are students meeting performance goals? ✓ Does the instruction or intervention need to be adjusted or changed? ✓ Are students maintaining their skill at performance level once released from an intervention?	
Setting Goals for Progress	- Baseline based on grade-level Benchmarks for Reading & Math (iReady) - Goals are based on the first benchmark assessment then subsequent benchmarks (Winter & Spring) - If needed, Tier 3 goals will be set with intra-individual framework	
Communication with Parents	- Parent meetings - Progress report	



Newmarket Elementary School

MTSS Journey

Grade 5 Educators:

- Embrace collaborative planning, analyzing data, growth mindset
- Special Educator Co-Teaches 1 hour a week in each Gr. 5 classroom
- Focus Reading/Writing Instruction (Tier I)
- Reading intervention groups based on skill using multiple points of data
- Gr. 5 teachers provide intervention or enrichment during **WIN Block**



Newmarket Elementary School

MTSS Journey

NH SAS State and Grade 5 (Cohort) Growth Data 2022, 2023, 2024

Reading Assessment Data % Proficient

Gr.	2022 ELA		2023 ELA		2024 ELA	
	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL
3	45%	60%				
4			50%	56%		
5					56%	81%

Newmarket Elementary School

MTSS Journey

iReady **Reading** Benchmark Data

Grade 5 2023-24

Gr.	Three or More Grade Levels Below			Two Grade Levels Below			One Grade Level Below			Early on Grade Level			Mid to Above Grade Level		
	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.
5	4%	4%	3%	13%	8%	5%	35%	22%	17%	24%	28%	27%	24%	38%	49%



Newmarket Elementary School MTSS Journey

Shifts...

- Changing the Either/Or culture of Special Education and Regular Education
- Teachers are interventionists, too!
- MTSS is not a strategy: it's an overarching organizational framework for how the school serves all students
- Explicitly tying Data to Instruction



Newmarket Elementary School MTSS Journey

Sustainability:

- Commitment is key to “buy-in”
- Ongoing evaluations of MTSS Structure with **fidelity checks**
- Provide ongoing embedded professional development
- **Patience and Perseverance!!!**



Thank You!

Newmarket School District MTSS Leadership Team

*Provides leadership and infrastructure
needed to implement and sustain an
effective multi-tiered system of support
across an entire school district.*



State Team Reflection

Please access your blueprint from your [state notes page](#) to help with these questions. This also provides you a space to record your thinking during discussion.

- What ideas did you hear today that resonated with you?
- How might what you learned today impact your state plan or the work in your organization?

Final Thoughts

Share in the chat, “What is an action item related to strengthening curriculum and instruction in your inclusive leadership work?”

Invitations

- Our next TAG meeting is **February 6th**, we are continuing with:
 - **Curriculum, Instruction, and Assessment (IC Standard 4 Part 2).**
 - Please review pages 25-34 in the [IC document](#) to help orient you to our next meeting topic.
 - Please join the monthly IC Trainings
 - Next training is January 23rd 4-5:30 pm ET, [Sign-up form](#)

Coming Soon! Crosswalk of the PSEL standards to the NELP standards to be uploaded into the IC.