

NCSI Learning Collaboratives
Mathematics
Focus Area Q&A Session

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&
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Q&A Session Objectives

States will. . .

- Explore the structure and content of the Mathematics Collaborative, in order to. . .
 - assist States in decision-making for participation in a Learning Collaborative
 - help shape priorities of the Learning Collaborative
- Understand the support States can expect from NCSI and its partners
- Hear more about the rollout of the Mathematics Collaborative and next steps
- Learn how States participating in the Mathematics Collaborative will receive support around needs related to SSIP Phase II activities

Overview of the NCSI Learning Collaboratives Model

What is a Learning Collaborative?

- A Learning Collaborative is a network of shared leadership and peer support designed to enable participants to:
 - identify issues and opportunities in improving outcomes for children with disabilities from cradle to career
 - joint / self reflection, feedback, problem-solving, support
- Engage in professional learning and growth to build statewide capacity in foundational areas:
 - Data Use
 - Knowledge Utilization
 - Systems Change
 - Communication & Collaboration

Building State Capacity

Data Use

- Content expertise on data collection, data systems, measurement, and root cause analysis

Knowledge Utilization

- Content expertise on evidence-based practices in teaching and learning for children with disabilities cradle to career

Systems Change

- Content expertise on infrastructure, policy, resource mapping

Communication & Collaboration

- Content expertise on authentic stakeholder engagement, adaptive leadership, leading by convening

Learning Collaborative Activities

With the support of TA facilitators and content specialists, state teams will. . .

- Learn from and collaborate with other states, supporting each other in implementation of State Systemic Improvement Plan (SSIP) strategies & other priority efforts
- Engage in root-cause analysis
- Identify & implement evidence-based practices (EBPs)
- Determine effectiveness measures
- Consider and refine selection of coherent improvement strategies
- Attend to work related to specific components of Phase II of the SSIP

Learning Collaborative Focus Areas

- | | |
|---|--|
| <ul style="list-style-type: none">• Early Literacy* (<i>birth-3rd grade</i>)• Intermediate and Adolescent Literacy (<i>grades 4 & above</i>)• Mathematics• Social Emotional Outcomes* (<i>young children</i>) | <ul style="list-style-type: none">• Graduation & Post-School Outcomes• Results-based Accountability Systems• School Turnaround• Family Outcomes (<i>young children</i>) |
|---|--|

**Anticipated to have 2 LCs to support meaningful community size*

Continuum of Technical Assistance, Support and Collaboration

- **Periodic face-to-face meetings**
 - 1- 2 times per year
 - Locations with convenient access
- **Ongoing virtual engagement**
 - Content-based collections & insights via *Declar*
 - State-specific support through individualized interactions via phone & email
 - Review & feedback on documents & processes

Learning Collaboratives

Face-To-Face Schedule

| Learning Collaborative | Date |
|--|---------------------------|
| Early Literacy ¹ | September 9 & 10 |
| School Turnaround | September 16 & 17 |
| Social Emotional Outcomes ¹ | September 28 & 29 |
| Social Emotional Outcomes | September 30- & October 1 |
| Early Literacy ² | October 13 & 14 |
| Graduation/Post-school Outcomes | October 20 & 21 |
| Adolescent Literacy | November 3 & 4 |
| Family Outcomes | November 16 & 17 |
| Results-Based Accountability | November 18 & 19 |
| Math | December 1 & 2 |

**Web-based engagement within one month of each face-to-face function and ongoing thereafter*

Learning Collaborative Membership

- State Teams
 - 5-10 members per state team*
 - Key State Education Agency (SEA) and/or Lead Agency (LA) personnel
 - special and general education / whole child perspectives
 - SSIP team members as appropriate
 - Local Education Agency (LEA) and/or Early Intervention Services (EIS) personnel / practitioners
 - Other pertinent stakeholders
 - e.g. professional and family organization members, other state child-serving agencies, legislative staff, governor's office staff
- State-designated Team Leader
- 5-10 states per Learning Collaborative

** TA is available to help states consider team composition*

State Team Leader

Knowledge, Skills, Dispositions

States may wish to consider particular knowledge, skills, and dispositions when identifying a State Team Leader. *For example:*

- Serves in a key decision-making role or has direct access to key decision-makers
- Possesses a depth of knowledge and experience related to the agency's strategic priorities
- Has the ability and opportunity to connect this work to the agency's broader strategic priorities
- Is skilled in project management, verbal and written communication, and group presentation
- Understands and is able to navigate the “political” environment of the agency
- Strong capacity for authentic engagement of stakeholders

Anticipated Financial Assistance to Support State Participation*

Universal TA:

- ‘Meets Requirements’ states receive travel support for **up to 2** team members

Targeted TA:

- ‘Needs Assistance’ states receive travel support for **up to 5** team members

Intensive TA:

- ‘Needs Intervention’ states receive travel support for **up to 6** team members if prioritized in individualized TA plan

**Support to states may be impacted by number of states engaged in any given Collaborative, including the possibility of more support becoming available.*

Pause for Q&A



How Will the Mathematics Collaborative Build Your State's Capacity. . .

Around Data Use, Knowledge Utilization, Systems Change, and Communication & Collaboration?

Mathematics Learning Collaborative

Purpose/Scope:

- Support states with Phase II work related to the state systemic improvement plan (SSIP) and other priority areas to address improvements in the state infrastructure to support LEAs in implementing, evaluating and measuring impact of evidence-based practices/programs (EBP) in mathematics

Mathematics Learning Collaborative

Outcomes:

- Building state capacity for sustained change in:
 - Knowledge Utilization (identify evidence-based or promising practice for mathematics)
 - Data Use (evaluate mathematics outcomes)
 - Communication and Collaboration (stakeholder engagement in mathematics practices and evaluation)
 - Systems Change (infrastructure development in implementing mathematics practices and evaluation)

SSIP Phase II Activities

The Mathematics Learning Collaborative work will map directly onto the **3 components** included in OSEP's Guidance and Review (Infrastructure Development, Support for LEA Implementation of Evidence-Based Practices, Evaluation)

Component links to **Knowledge Utilization, Data Use, Systems Change and Communication/Collaboration**:

- **Component 1:** Infrastructure Development - indexes to **Systems Change**
- **Component 2:** Support for LEA Implementation of EBP - indexes to **Knowledge Utilization** (EBP) and **Communication/Collaboration** (capacity building)
- **Component 3:** Evaluation - indexes to **Data Use** (Measurement/Evaluation)

Data Use

The Mathematics Collaborative will benefit from content expertise on data collection, data systems, measurement, and root analysis in order to:

- Determine short-term and long-term objectives to measure implementation of evidence-based practices/programs in mathematics
- Select and evaluate measurable and achievable outcomes in mathematics for students with disabilities
- Create and implement program evaluation plans
- Increase the number and types of stakeholders who are data literate

Knowledge Utilization

The Mathematics Collaborative will benefit from content expertise on evidence-based practices/criteria and knowledge dissemination in order to:

- Identify criteria for selecting EBP
- Instructional practices specific to mathematics, as well as how to measure fidelity
- Implementation and capacity building of EBP that will result in changes in LEA, school and provider practices to achieve mathematics goals for children with disabilities

Systems Change

The Mathematics Collaborative will benefit from content expertise on infrastructure development and implementation science in order to:

- Analyze, develop and implement a plan to improve the State's infrastructure in order to
 - Create a plan for EBP implementation
 - Support LEAs scale up of EBPs
- Develop and/or improve policy that fosters a true system's change and continuous improvement
- Foster an adherence to authentic stakeholder engagement as necessary part of any systems change

Communication & Collaboration

The Mathematics Collaborative will benefit from content expertise on technical and adaptive leadership and principles of *Leading by Convening* in order to:

- Build interest and commitment from State partners and diverse stakeholders
- Increase authentic stakeholder engagement and sharing within and across states
- Communicate important information and coalesce stakeholders around key issues
- Create a team of champions with the common goal to cohesively engage to improve mathematics outcomes for students with disabilities

Pause for Q&A



Functions of the Face-To-Face Meetings

Professional Learning

- NCSI content specialists and external consultants
- Evidence-based practices
 - data use
 - teaching and learning
 - systems change
 - general supervision
 - communication and collaboration
 - Implementation Science

Individualized Technical Assistance

- *State needs addressed in small group settings*
 - **Protected time** for state teams
 - Meet and deliberate, problem-solve, and make decisions
 - Engage in action-oriented discussions facilitated by designated NCSI staff
 - **Content experts** consult with state teams
 - **Workbooks** guide State team work and assist States in preparing to write Phase II of the SSIP
 - Reflect on session presentations and consider critical questions that should be determined before and during implementation
 - Identify goals, priorities, plans, and next steps
 - Access key resources on evidence-based practices
 - Monitor state progress made in transforming systems to achieve results
 - Explore potential cross-state collaboration

Peer-to-Peer Learning

- State teams present their challenges and emerging solutions to induce peer learning
- State teams share with, learn from and become thought partners with peers in other states

Functions of Ongoing Virtual Collaboration

Virtual Collaboration

- Interactive webinars to support learning
- Facilitated conversation threads
 - NCSI content specialists and other experts
 - Emerging exemplars - info sharing by states that are demonstrating success in processes and outcomes
- Individualized technical assistance / coaching
 - Email, phone calls, review and feedback of documents and process designs
- Curation of content-based collections (*Declar*)

Next Steps

Rollout/ Next Steps

Immediate next steps for states interested in participating in the Learning Collaborative:

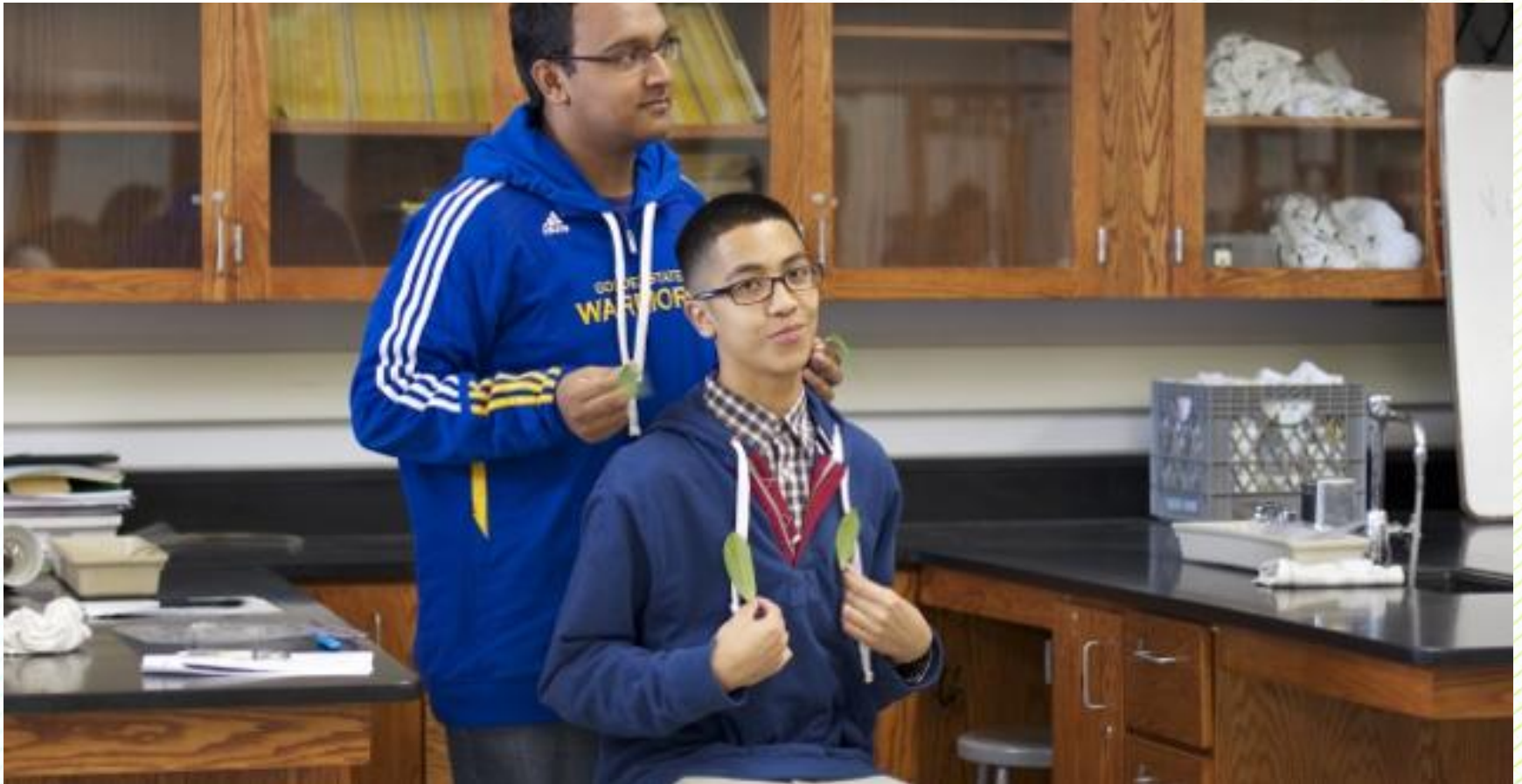
- State submits to NCSI a non-binding **letter of intent to participate**, signed by Part B or Part C director, **by July 24**
- State submits to NCSI a **letter of commitment**, on agency letterhead and signed by agency head or designee **by August 14**
- State Confirms Team Composition (**August**)
 - States must advise NCSI of approximately ***how much full time equivalent (FTE)*** State-designated Team Leader will devote to this work
 - States must arrange for ***some portion of team members' attendance*** at face-to-face functions to be ***paid from resources outside of NCSI funding***

Rollout/ Next Steps

Next steps after making commitment to participate in the Learning Collaborative:

- Team Planning Session: **September 23, 2015, 2:00 ET**
 - State Team Leads and NCSI team members
 - State helps to shape priorities of the Collaborative
- Team Preparation Session: **October 7, 2015, 2:00 ET**
 - Structure and logistics
 - Using *Declar*
- Face-to-Face Meeting Date: **December 1st & 2nd**
- Ongoing, State-specific planning and support (**now – ongoing**)

Final Q&A



For More Information. . .

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