

Effective Instruction Collaborative

October 28, 2025



Agenda

- New Resources
- Upcoming Meeting Schedule
- Increasing Coherence and Alignment
- Next Steps



New Resources

Writing Resources

- NEW resource from Regional Educational Laboratories (REL) Toolkit: [Toolkit to Support Evidence Based Writing Instruction in Grades 2 to 4](#)
- NCSI Research-to-Practice Series archived webinar: [Supporting Implementation of Evidence-based Strategies in Writing](#)

Math Resources

- NEW Resource from Regional Educational Laboratories (REL) Toolkit: [Teaching Fractions Toolkit](#)
 - [Online Apps for the Teaching Fractions Toolkit](#)
- NCSI Research-to-Practice Series archived webinar: [Supporting Practice Guide Implementation: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades](#)

Upcoming Meeting Schedule

Collaborative Meeting Updates

- 2025 holiday adjustments
 - Only one more meeting in 2025: Tuesday, December 2
- Extending current Zoom meeting series through 2026
 - Fourth Tuesday of the month, 11:30 AM Eastern
- Accept email updates to adjust your calendar

Leadership for Effective Instruction for Students with Disabilities: Increasing Coherence and Alignment

NCSI Thought Leader Forum – April 2024



Leadership for Effective Instruction for Students With Disabilities: Lessons Learned From Five State Education Agencies



In April 2024, the National Center for Systemic Improvement (NCSI) at WestEd convened a Thought Leader Forum focused on ways State Education Agencies (SEAs) can provide leadership to support effective instruction. Participants included representatives from five SEAs, school districts and schools, the U.S. Department of Education, higher education, state technical assistance partners, professional organizations, family centers, and federally funded technical assistance centers. State special education leaders and their partners from New Hampshire, Rhode Island, Texas, Utah, and Washington each shared information about their change initiatives focused on promoting effective instruction for students with disabilities at the local level. The Forum raised this important question: How were these states leading change to promote effective

instruction for students with disabilities? This brief was produced by the Utah Education Policy Center (UEPC) at the University of Utah, in partnership with NCSI, to address this question.

The UEPC conducted interviews and focus groups with 24 individuals across the five states. Interviews and focus groups explored how SEAs identified the need for their work, their motivations for implementation efforts and challenges, key partnerships in establishing and implementing the work, perceived impacts of the work, reflections on lessons learned, missed opportunities, and planned next steps. In addition, the UEPC reviewed and analyzed SEA documents such as strategic plans, presentation materials, improvement plans, and theories of action. This brief summarizes the primary lessons learned from this selection of five states — all of which are intentionally engaged in providing leadership that is improving instruction for students with disabilities.

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Leadership for Effective Instruction for Students with Disabilities: Lessons Learned from Five State Education Agencies

State Education Agency Levers for Leading Effective Instruction for Students With Disabilities



Grounding in Our Work

- Coherent systems support improved student outcomes.
- What's your "job to be done" this year?
 - Leading a statewide rollout of specially designed instruction (SDI) modules to strengthen SDI planning and delivery.
 - Partnering with your state's instructional framework team to embed Universal Design for Learning (UDL) principles into general education PD.
 - Piloting a student-led IEP initiative in five districts to increase student engagement and family participation.
- Respond in chat: What's a major initiative you're working on?

Increasing Coherence and Alignment: Approaches

- Connect improvement efforts with other state initiatives.
- Enhance collaboration and coordination across state education agencies and regional centers, districts, schools, etc.
- Engage a broad range of stakeholders to create unified and comprehensive efforts across the education system.

Increasing Coherence and Alignment: Benefit

Foster a collective vision that promotes collaboration and advancement of efforts within the state to improve instruction and outcomes for students with disabilities, including bridging state and local initiatives.

Coherence: The Right Drivers in Action for Schools, Districts, and Systems



**Poll: Which of these drivers
has been easiest to implement
in your work?**

**Poll: Which of these drivers
have been most challenging to
implement in your work?**

Discussion

- What makes certain drivers easier or harder to implement?



State Examples: New Hampshire

- Reduced redundancies across departments at the SEA
- Refined the special education department's goals to align with the statewide science of reading initiative and their literacy goals for students with disabilities
- Developed a pilot coaching program to support early-adopting schools in implementing literacy practices promoted by the new reading initiative



State Examples: Texas

Goal	Solution
Address overlapping efforts and redundancies across departments	Established cross-functional teams to break down silos and align efforts toward common goals
Strengthen coherence between schools, local education agencies, and Education Service Centers (ESCs)	Introduced the Strategic Integration Liaison role to provide systems-level coaching for the ESCs to increase coherence of efforts across districts and schools

Examples for Supporting IEPs That Drive Effective Instruction

- Shared understanding of IEP requirements and best practices within SEA and across partners
- Consistent messaging about IEPs (e.g., monitoring, TA)
- Getting messages and resources to the right people

Coherence and Alignment for Effective Instruction

In Padlet, share your **success and challenges** with implementing each coherence driver to support effective instruction for students with IEPs

- What was the focus of your work?
- What actions did you take related to the driver?
- What changes did you see (or not see)?

Coherence and Alignment Resources

- [Leadership for Effective Instruction for Students With Disabilities: Lessons Learned From Five State Education Agencies](#)
- [NCSI: Leading by Convening resources](#)
- [Fast Five: Five Drivers of Coherence in State General Supervision Systems](#)
- [Book Study in a Box: A Professional Book Study on Coherence: The Right Drivers in Action for Schools, Districts, and Systems](#)

Next Steps

Quick Check In

Do you like the recent approach of staying in whole group the entire session, or do you miss breakouts?

- I like staying in the whole group
- I like variety (breakouts some sessions)
- I like breakouts every session

Next Meeting

- **Tuesday, December 2**
- 11:30 AM -12:30 PM Eastern
- Topic: Levers for Leading Effective Instruction
 - Transcend a compliance-focused role
- Questions or thoughts?
 - Reach out to us at ncsi-ei@wested.org



Thank You

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WestEd is the lead organization for NCSI. For more information about the work of WestEd, NCSI, and their partners, please visit www.ncsi.wested.org and www.wested.org

