

## AGENDA for 1.2.82

### 9:00 – 9:20 Welcome and Overview

- Presenters introduce themselves
- Provide an overview of the session
- Review the desired outcomes of the session
- Highlight the relevance of the math and special education topic to districts
- Explain rationale for the project
- Provide overview of the case study methodology and site selection

### 9:20-10:00 (40 min) Topic #1: Math Instruction, Support, and Interventions

- Present information on cross-case findings on the schools' practices for math instruction support and interventions (20 minutes)
  - Share implementation examples from individual case schools
- Small group discussions at tables (15 minutes)
  - What's one finding on math instruction and support practices that resonate with your experiences in your school/district?
  - What questions does the research raise in your minds about practices that you are using in your own school/district?
- Time for questions on Topic #1 (5 minutes)

### 10:00-10:40 (40 minutes) Topic #2: Collaborative Practices for General Educators and Special Educators

- Present information on cross-case findings on the schools' practices for fostering collaboration between general educators and special educators (20 minutes)
  - Share specific examples from individual case sites
- Small group discussions for educators from different districts (15 minutes)
  - What's one finding about collaborative practices that is relevant to your school's/district's situation? Why?
  - In your school/district what are the ways that general educators and special educators collaborate to plan and implement math instruction for students with disabilities, and what questions does the research raise for you about your existing practices?
- Time for questions on Topic #2 (5 minutes)

### 10:40-10:55 (15 minutes) Break

### 10:55-11:30 (35 minutes) Topic #3: Leadership Practices

- Present information on cross-case findings on the leadership practices at the sites (15 minutes)
  - Share specific examples
- Job-alike discussions (participants move into small groups by role: math leader, special education leader, principal, etc.) (20 minutes)

- What's one finding about leadership practices that stood out for you? Why?
- In what ways have you used your leadership role to improve your school's/district's math education practices for students with disabilities and other struggling learners, and what questions does the research raise for you about your existing leadership practices?

### **11:30-11:50 (20 minutes) Conclusions and Resources**

- Summarize findings (5 minutes)
  - Present common strengths and challenges of the case study schools
- Participants have the opportunity to ask questions (10 minutes)
- Provide information on relevant REL-NEI and IES resources (5 minutes)
  - REL-NEI resources overview: Introduce participants to the REL program, as well as REL-NEI, the webinar series, and the newsletter
  - Introduce Ask-A-REL: Orient participants to the Ask-A-REL service, including an overview of what a response is, how to submit a request, and timeline for receiving responses. [Is this appropriate for this audience]
  - IES Practice Guides, particularly "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

### **11:50-12:00 Closing and Evaluation**

- Participants complete evaluation form administered by North River Educational Collaborative and the Southeast Regional Organization of Collaboratives.