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About Us



The [Urban Special Education Leadership Collaborative](#) is a network of special and general education leaders working together to improve outcomes for students with disabilities in the nation's urban schools.

FALL MEMBER MEETING - HOST DISTRICT

Success at an Early Age: Improving Outcomes for Young Children with Disabilities



We are excited to travel to Chicago, IL in just a couple of weeks for our Fall 2013 Member Meeting. Welcoming us to Chicago from our host district, Chicago Public Schools (CPS), is Chief of Instructional Learning Supports, Markay L. Winston, PhD, and the Chief Executive Officer, Barbara Byrd-Bennett.

Dr. Winston leads CPS' strategy for accelerating the academic achievement for the district's 53,000 students with disabilities. Under her leadership, the Office of Diverse Learner Supports and Services works with schools, students, parents, and advocacy groups in an effort to strengthen the academic achievement of diverse learners, while fostering improved post-high school opportunities for our young adults. Markay and her team are working to leverage existing and new partnerships to transform the educational experience of the diverse learner population within CPS.

Barbara Byrd-Bennett is the Chief Executive Officer for CPS. CPS serves approximately 402,000 students in more than 681 schools and is the nation's third-largest school system. In April 2012, Ms. Byrd-Bennett was appointed as Chief Education

Advisor for CPS. Prior to her work in Chicago, she spent more than two decades as a teacher and principal in the New York City Department of Education, the largest system of public schools in the United States. She also served for more than seven years as the CEO of the Cleveland Municipal School District, Ohio's largest school district.

EARLY CHILDHOOD OUTCOMES

Child Outcomes Data for Program Improvement



The [Early Childhood Outcomes Center](#) has recently released [Analyzing Child Outcomes Data for Program Improvement: a Guidance Table](#). This guidance table is a tool to help identify key issues, questions, and approaches for analyzing and interpreting data on outcomes for young children with disabilities. The tool outlines a series of steps

related to defining analysis questions, clarifying expectations, analyzing data, testing inferences, and conducting data-based program improvement planning.

WEBSITE OF THE MONTH

Early Literacy

As we approach the Collaborative's Fall Member Meeting, we will be sharing resources that focus on early education and intervention. This month we are highlighting [The Center for Early Literacy Learning \(CELL\)](#). The goal of CELL is to promote the adoption and sustained use of evidence-based early literacy learning practices. This site has resources for early childhood intervention practitioners, parents, and other caregivers of children (birth to five years of age) with identified disabilities, developmental delays, and those at risk for poor outcomes.



LD AWARENESS MONTH

Executive Function 101

October is LD Awareness Month and the [National Center for Learning Disabilities](#) is featuring a free E-Book titled [Executive Function 101](#). This e-book is designed to explain executive functions in a clear, understandable way and to help parents and others pinpoint the struggles children might experience. It's organized into three broad categories where executive skills come into play: learning; behavior and emotions; and social situations and relationships. Each section includes tips for providing support and practice in specific skill areas.

RESPONSE TO INTERVENTION (RTI)

Ensuring the Fidelity of the "I" in RTI



A multi-tier system of supports that uses students' response to intervention to determine progress and inform instructional decisions requires that the instruction and interventions that are delivered be implemented with high degrees of fidelity to achieve meaningful student outcomes.

The [RTI Action Network](#) has scheduled an online [RTI Talk session](#) for October 28th with [Dr. Christina Marco-Fies](#). Dr. Marco-Fies will answer questions about how to determine the level of treatment integrity to ensure an intervention is implemented as planned, intended, or originally designed.

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