

Red Queen's Race

Forum Presentations

A 60-minute session in which presenters provide up to 45 minutes of content and at least 15 minutes of interactive time, such as breakout discussions, Q&A, or other participant engagement.

October 14, 2026

2:00 – 3:00



<i>Adolescent Literacy Playbook Makes All the Right Moves</i> Georgia's Adolescent Literacy Playbook: Leadership Guidance for Grades 4-12 is a comprehensive MTSS-aligned resource developed to bridge research-based literacy guidance with practical implementation in schools and districts. Designed for school and district leaders, the playbook strengthens Tier 1 literacy instruction across content areas while providing actionable strategies for using data to identify student needs, support Tier 2 and Tier 3 interventions, and monitor implementation fidelity over time. Developed through a collaborative partnership between the SPDG team and Teaching and Learning experts, the playbook serves as a solutions-focused framework that demonstrates how cross-disciplinary collaboration can improve literacy outcomes and advance student success. Presenter: Jeannie Morris, Becky Wright, and Kiley Thompson Georgia Department of Education	Assembly Room 110
<i>Better Together: SPDG Partners and Schools Turning Family Engagement Data into Action</i> Through New Hampshire's State Personnel Development Grant, Bridging the Gap in the 603, the state education agency, Parent Information Center, and external evaluator partnered to help participating school leadership teams use data to strengthen family engagement. Rather than simply presenting evaluation findings, the partners modeled a process for interpreting aggregate family engagement data, guided teams through common reflection questions, and then supported each team in applying the same process to its own site-level data. Teams used their findings to identify priorities and develop realistic, actionable goals for improvement. This session will illustrate how SPDG partners can leverage their distinct roles and expertise to build local teams'™ capacity to understand their data and translate family engagement findings into meaningful action. Participants will learn a replicable process for helping school teams collect, analyze, and utilize family engagement data to set realistic, actionable goals. They will leave with ideas for how SEA, parent center, and evaluator partners can each use their distinct expertise to build local capacity and turn findings into action. Presenters: Teri Marx, Evaluator, New Hampshire SPDG Amy Aiello Nick Coukoulis	Decatur Place Room 102

<i>Building Effective Virtual Learning Modules: Processes, Tools, and Quality Assurance Strategies</i> This presentation explores how KY Postsecondary Transition 360 for Educators coordinated multiple teams of experts to transform a comprehensive curriculum plan into 26 interactive virtual learning modules focused on postsecondary transition programming. The session will provide a behind-the-scenes look at the planning, collaboration, and project management tools needed to develop high-quality and engaging asynchronous learning. Participants will learn about the tools and strategies used to support the development process, including clearly defined team roles, templates, feedback loops, and quality assurance processes. The presentation will also highlight how these approaches ensured alignment with the curriculum plan, incorporation of evidence-based adult learning practices, and adherence to High-Quality Professional Development standards. Presenters: Dr. Jason Wheatley, Program Director, Transition Education Unit Kentucky Department of Education Magan Gaddis, Coaching Coordinator, Transition Education Unit Kentucky Department of Education Lacy Armstrong, Data Analyst, University of Kentucky, Human Development Institute Eileen Grady, Evaluation Specialist, University of Kentucky, Human Development Institute	The Bridge 238
<i>Running Faster Isn't Enough: Leveraging the HIIP Toolkit to Support High-Impact Professional Learning, Implementation, and Outcomes</i> SPDG projects are increasingly challenged to move beyond one-time professional development events toward ongoing, job-embedded professional learning that improves implementation and student outcomes. This session explores how the HIIP Toolkit can support that shift through coaching, PLCs, leadership practices, and continuous improvement processes. •Explore how the HIIP Toolkit can support evidence-based professional development through ongoing, job-embedded learning experiences. (Measure 1) •Examine ways instructional leaders, coaches, and PLCs can use HIIP resources to improve implementation of evidence-based instructional practices. (Measure 2) •Identify strategies for embedding HIIP resources within existing systems and structures to support sustainability. (Measure 3) •Consider how HIIP practices can strengthen inclusive Tier 1 instruction and improve outcomes for students with disabilities. (Measure 4) •Develop actionable next steps for integrating HIIP resources into SPDG-supported continuous improvement efforts. (Measures 2-3) Presenters: Becky Nolin, EdD; National Comprehensive Center Brad Keller; Co-Director Appalachia Comprehensive Center	Library and Parlor 203 & 204

<i>Following the White Rabbit: Expanding Pathways into Teaching Through Registered Apprenticeships</i> Registered teacher apprenticeship programs (RTAPs) are a promising pathway for recruiting, preparing, and retaining a highly qualified workforce. Join the CEEDAR Center to explore lessons learned from supporting states in the design, implementation, and scaling of RTAPs leading to special education licensure. Colleagues will share strategies for developing cross-sector partnerships, aligning apprenticeship programs with educator preparation requirements, and leveraging state and federal resources to expand sustainable, high-quality pathways into teaching. Participants will explore key considerations for designing, implementing, and scaling registered teacher apprenticeships to strengthen the educator workforce and leave with ideas for adapting these strategies within their own state contexts. Presenters: Lindsey Hayes, Co-Director, CEEDAR Center Meghan Wills, Apprenticeships Lead, CEEDAR Center	Quaker House Living Room 262
<i>The Power of MTSS in the Classroom</i> MTSS implementation should integrate academic and social-emotional behavioral supports to maximize benefits for all students. The point of integration within an MTSS framework begins with instruction. This session provides strategies for teachers to increase engagement during lessons, integrate reading and writing across subjects, and structure their classroom environment for success. Classroom MTSS implementation planners and resources for teachers to use with their curriculum resources will be shared to support implementation. Explain why integrating academic and social-emotional strategies begins with instruction. List core features of the sciences that matter for an integrated MTSS framework. Evaluate MTSS professional learning accessible to school staff and administrators to determine if enough time is focused on the evidence-based features of integration to accelerate student outcomes. Develop action steps to increase integration into MTSS supports. Presenter: Kim St. Martin, Director, MiMTSS Technical Assistance Center, Michigan	Terrace Room 207

<i>Pennsylvania's SPEL Grant in Action: Leveraging Check & Connect to Support Elementary Student Engagement</i> Join us to hear how Pennsylvania's Supporting Partnerships for Early Learners (SPEL) grant is implementing the evidence-based Check & Connect intervention across 47 elementary school sites to strengthen engagement, improve attendance, and foster a greater sense of connectedness. Participants will gain an overview of how these schools are using relationship-based mentoring and data-informed decision making to support students and families, along with key lessons learned from implementation across participating sites Participants will gain practical insights related to implementing the Check & Connect Student Engagement Intervention at the elementary level to improve engagement, attendance, and school connectedness. Presenters: Dr. Laura Bray, Project Director, Bureau of Special Education, PDE, Pennsylvania Tracy Ficca, co-state lead, educational consultant, PATTAN	North Room 115
<i>Doing What We Do, Even Better: Using AI to Strengthen Professional Development</i> How can artificial intelligence (AI) help SPDG teams create more meaningful professional learning and support educators beyond the workshop? This interactive, 60-minute session explores practical ways to use AI to design learning activities, adapt approved materials for different audiences, prepare coaching conversations, and reinforce implementation. Through a demonstration and group activity, participants will practice giving AI clear instructions and reviewing its output for accuracy, accessibility, and alignment with evidence-based practices. Participants will leave with an understanding of how to test AI within their existing work while keeping professional expertise and relationships at their center. Participants will leave with: • Practical strategies for using AI in professional development design, coaching, and follow-up. • A reusable prompting framework for generating relevant, useful materials grounded in approved sources. • Review questions to assess accuracy, accessibility, and fidelity to the selected practice. • Experience developing or refining an AI-assisted professional learning activity with colleagues. Presenter: Joseph La Belle, CEO, Family Netowkr on Disabilities	Meeting Room 202