

Supporting Systems for Leadership and Belonging

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Raise the Bar: Lead the World

ACHIEVE ACADEMIC EXCELLENCE

- Accelerate learning for every student
- Deliver a comprehensive and rigorous education for every student

BOLDLY IMPROVE LEARNING CONDITIONS

- Eliminate the educator shortage for every school
- Invest in every student's mental health and well being

CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

- Ensure every student has a pathway to college and a career
- Provide every student with a pathway to multilingualism

OSERS Mission

IDEA

ESSA

WIOA

Section
504

Rehab
Act

ESSA

WIOA

Section

Rehab

To **improve** early childhood, education, and employment **outcomes** and **raise expectations** for all people with disabilities, their families, their communities, and the nation



OSERS Priorities and Activities

INSTRUCTIONAL LEADERSHIP FOCUSED ON LEARNING

RECALIBRATED INVESTMENTS

PREPARED WORKFORCE

Remedy immediate staffing shortages and effectively deploy diverse and equipped educators, providers, and support personnel

EVIDENCE-BASED INSTRUCTION

Amplify, promote, and actively drive instruction, intervention, and support

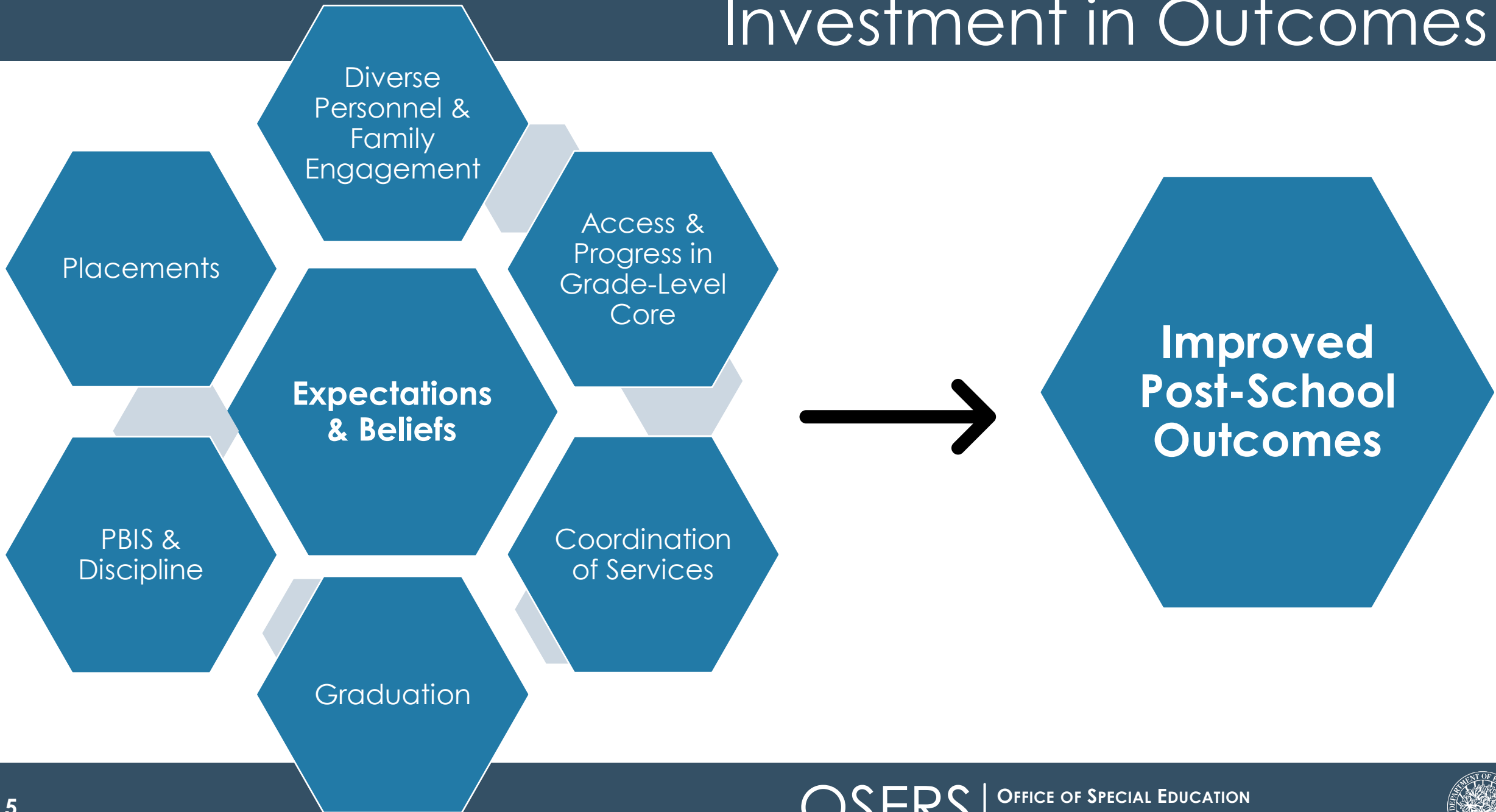
ACCESSIBLE TECHNOLOGY

Accelerate usage of inclusive technology for in-person and remote learning and employment

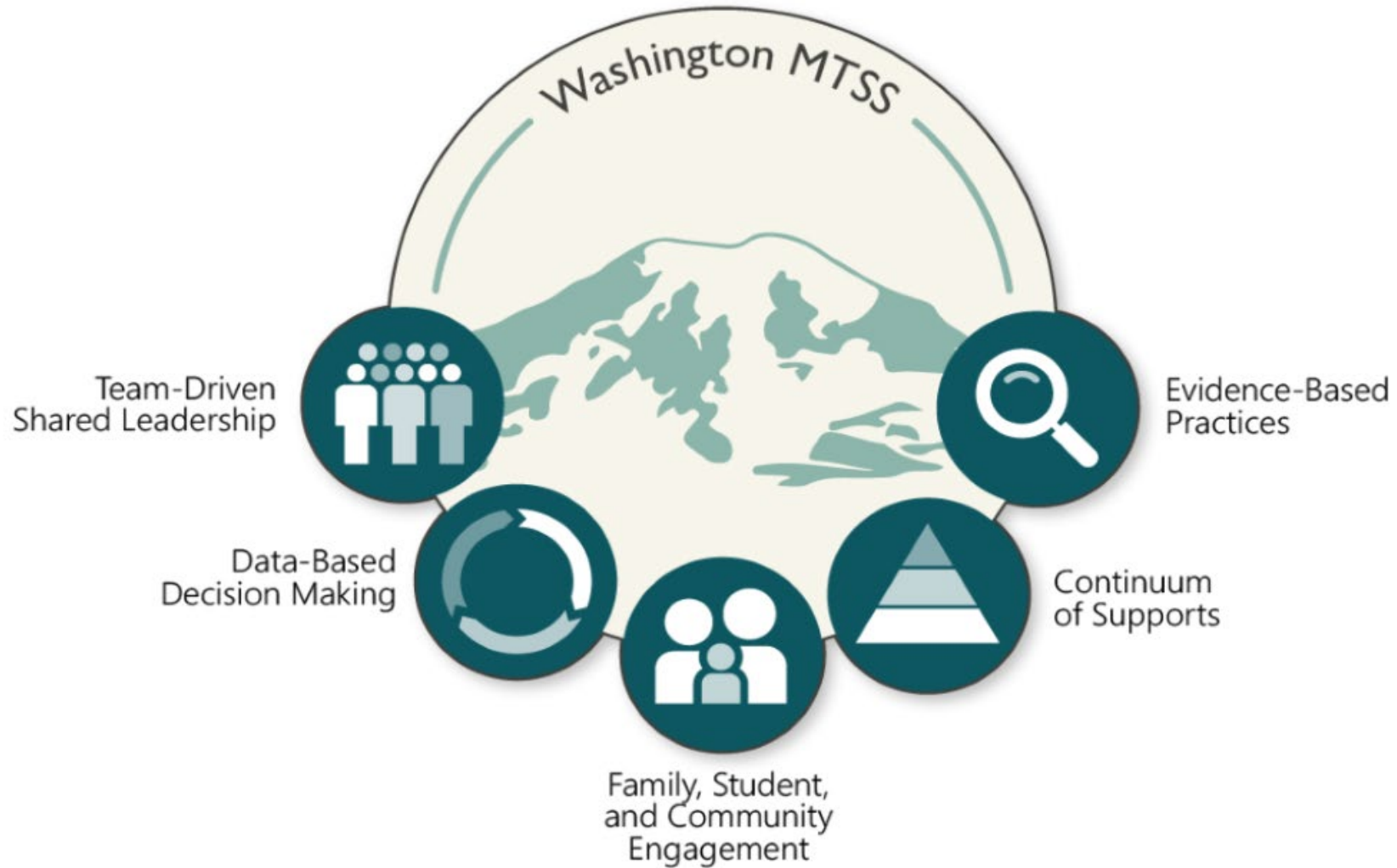
RESOURCE STRATEGY

Invest in coordinated activities leading to improved learning outcomes and Competitive Integrated Employment (CIE)

Investment in Outcomes



Multi-Tiered System of Supports (MTSS)



Overcoming Challenges to MTSS

Challenges

- ▶ Overwhelmed
- ▶ Cutting through the noise
- ▶ Poor outcomes



Strategies

- ▶ Coherence
- ▶ “Stickiness”
- ▶ Instruction

Improve Outcomes & Raise Expectations

**How
do our
current actions
demonstrate...**

Our commitment
and
sense of urgency
to improve outcomes
and raise expectations?

What Will It Really Take to Change Outcomes?

- ▶ True high expectations reflected in our actions (commitment and priority-focused)
- ▶ Instructional leadership focused on improving outcomes (instruction-driven and supported by strategic investments and compliance/accountability)
- ▶ Acknowledgement of the interconnecting supports that can be leveraged differently (increase, diversify, common mission)
- ▶ Engage partners, support expansion on who is considered “an expert” on students with disabilities and students needing additional supports, and expect contributions
- ▶ Accountability and a cycle of continuous improvement (Plan, Do, Study, Act)
- ▶ Telling our story, along with sharing data that demonstrate impact

“Do the best you can until you
know better.

Then when you know better,
do better.”

Maya Angelou

Resources

- ▶ [Leveraging AI and Chat GPT: Advancing Our Work Through Technology](#) from the Family Network on Disability
- ▶ [Tools Chart Overview: six tools charts to assist educators and families in becoming informed consumers who can select academic and behavioral assessment tools and interventions that meet standards for technical rigor and address their specific needs](#)
- ▶ [OSEP Memoranda stating that Response to Intervention \(RTI\), now commonly referred to as MTSS, cannot be used to delay or deny an evaluation under IDEA for a child suspected of having a disability \(March 14, 2023\)](#)
- ▶ [Levels of Intervention and Evidence: It is important that the instructional practices and interventions delivered within a school's multi-tiered system of support \(MTSS\) be grounded in evidence](#)
- ▶ [Data Use Multi-State Spotlight: Using MTSS Data to Improve Graduation Rates \(PDF\)](#)
- ▶ [The Center for IDEA Early Childhood Data Systems \(DaSY Center\) resources about early MTSS.](#)
- ▶ [U.S. Department of Education | Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs](#)
- ▶ [National Center for Education Evaluation and Regional Assistance \(NCEE\) | Study of Training in Multi-Tiered Systems of Support for Behavior: Impacts on Elementary School Students' Outcomes](#)