

Leading Inclusive Education Administrator Series

This series supports school leaders in...

- Communicating the rationale for inclusive education both as a best practice and as a moral and ethical obligation;
- Articulating effective structures that support inclusive education and various models of special education service delivery beyond simply co-teaching and paraprofessional support;
- Applying their understanding of service delivery models to effective inclusive scheduling and resource allocation; and
- Implementing strategies for leading the change process, building consensus, and equipping staff with tools to be successful.

Participants will explore change theories to support them in building consensus and shifting beliefs in support of lasting change.

This series led by Dr. Jenna Rufo is delivered through four ninety-minute live professional development sessions held either in-person or via Zoom. Sessions may also be grouped together to better meet the needs of the client.

"Dr. Rufo's fierce passion for equitable practices and policy merge, resulting in the delicate balance that is her – even-keeled, yet impassioned; steadfast, yet gentle in her approaches.

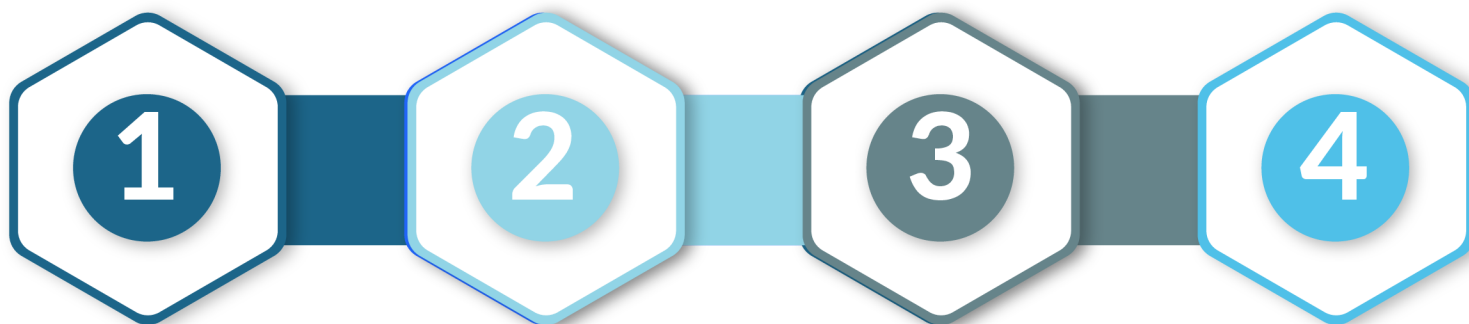
She is the kind of leader that can garner the attention of a room of educators who may at first be resistant to any kind of change, earn their buy-in and trust, and empower them through the teaching of concrete strategies."

- Related Services Provider, Connecticut



Building Conditions for Early Grades Success: A Series for Administrators and Teacher Leaders

Strengthening early-grade behavioral outcomes requires more than isolated strategies – it requires alignment between vision, Tier 1 systems, and shared adult responsibility. This session establishes a foundation for examining how leadership decisions, classroom conditions, and belief systems shape patterns in early-grade behavior. Through analysis of Tier 1 variability and the introduction of the Results Pyramid, leaders begin identifying the system conditions that must be strengthened to support consistent, proactive behavioral coherence across general and special education. The essential question guiding this session asks:



CLARITY

Session One establishes shared clarity around early-grade behavioral coherence and Tier 1 conditions. Leaders examine how systems, instructional practices, and shared beliefs shape patterns in early-grade behavior across the district. Using the Results Pyramid, participants build a common language for understanding how adult experiences and organizational conditions drive outcomes. The session concludes with alignment around priority data sources and a shared commitment to strengthening Tier 1 foundations.

CAPACITY

Session Two moves from recognizing patterns to identifying a focused problem of practice grounded in evidence. Through structured root cause analysis, teams clarify which factors most directly influence early-grade behavioral outcomes. Leaders develop measurable improvement aims and identify key drivers that must shift to produce meaningful change. The session establishes disciplined prioritization and a clear direction for targeted action.

SCALING

Session Three centers on learning through disciplined, small-scale testing of change. Leaders refine one driver-aligned change idea and design a focused Plan-Do-Study-Act cycle to test its impact. Emphasis is placed on feasibility, prediction, and measurable evidence before broader implementation. The session reinforces the principle of learning before scaling, ensuring that change efforts are thoughtfully informed by data. Leaders leave prepared to implement and study their test in real time.

SUSTAINING

Session Four moves from testing to strategic alignment across systems. Leaders study the results of their small-scale tests to uncover deeper system conditions and implementation realities. Using those insights, teams identify a limited number of high-leverage priorities that connect individual planning with broader Tier 1 structures. The session culminates in a coherent improvement plan designed to sustain progress over the next 6-12 months. Leaders leave with clear priorities, defined responsibilities, and a structured pathway for ongoing monitoring and refinement.

Workshops

From Root Cause to Results: Supporting School Improvement Efforts

This series of workshops empowers school and district leaders to move beyond surface-level fixes and drive meaningful, lasting improvement. Blending the Results Pyramid framework with the tools of improvement science, participants will explore how beliefs, experiences, actions, and results are deeply connected—and how shifting culture starts by addressing root causes, not symptoms.

Participants will engage in rich discussions and interactive activities that bring the Results Pyramid to life—exploring how unspoken beliefs and past experiences often drive actions that conflict with our stated goals. We emphasize that without attending to the experiences and beliefs of the community, change will be short-lived.

Together, we uncover the invisible narratives shaping undesirable and identify opportunities to create new experiences that foster trust, shift mindsets, and align daily actions with long-term outcomes. This session lays the foundation for deeper systems work throughout the series, helping teams see that sustainable change doesn't start with new mandates—it starts with new meaning.

In subsequent sessions, leaders will learn how to define clear aims, engage in root cause analysis, and design intentional experiences that change beliefs and build momentum for change. Through hands-on practice with Plan-Do-Study-Act (PDSA) cycles, participants will gain practical strategies for testing small changes, measuring impact, and scaling what works.

This support is ideal for schools and districts designated as needing improvement by state or federal systems. We work closely with administration to develop the skills needed to create action plans that are intentional, build collective efficacy, and create systems that support sustainable, student-centered outcomes.

