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February 24, 2016
Impact of SWIFT

School Wide Integrated Framework for Transformation
SWIFT Conceptual Highlights

<div align="right">MDH- Notes from October 2013</div>

Setting the stage of *ALL MEANS ALL*

- Building human capacity
- Combining strengths
- Relationship and recruitment
- Moving toward comprehensive school wide support and service
- Personalized learning

We are 100% responsible for positive results for children...all of us
It is not an end game it is a journey

- SWIFT is leverage point
- A place to braid general, Title 1 and Special Education

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SWIFT Domains
Administrative Leadership
Integrated Educational Framework
Multi-Tiered Systems of Support
Inclusive Policy Structure and Practice
Family and Community Engagement

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What is Our Pedagogy?
Science and art of education; specific instructional theory; the function or work of teachers

What does it mean for a school system
1. Internal accountability
2. What can we control?
3. What can we hold ourselves accountable?
4. What can we hold ourselves accountable with families and community?

Building a Shared Effort
School effort
Student effort
Parent effort
Community effort

Possible outcomes with implementation of a SWIFT system

- o Align initiatives to common vision
- o Implementation capacity
    - o Built teams of educators
    - o Coherent and coordinated system
- Developed a new type of leadership
    - o Instead of dealing with loss, disloyalty and incompetence;
    - o Create teams that are problem solvers, take calculated risks and tend to the hearts and minds of teachers and administrative personnel
- Once the process is established there is NO LOOKING BACK
- ALIGNMENT OF STRENGTHS MAKING THE WEAKNESSES SEEM IRRELAVENT

Vision To Move Toward
- PD to create a unified vision of integrated learning
- Student driven education (planning, instruction, environments) – not adult driven
- Students caring for students
- Related services in classrooms
- Teacher allocations blended based on student need in the classroom (special education and general education braided)

Ongoing Assessment
- Imbedded teams (School/SU/State)
- Continual improvement study – cycled work
- Tend to key issues that happen over and over again – break the cycle
- Use data systems effectively to answer questions and to plan
- Leadership
    - o Coach through adaptive challenges of adults
    - o Develop cycles of improvement
    - o Describe implementation (domains/ features)