



**Alaska RTI Conference  
January 25-27, 2013  
Dena'ina Convention Center**

*Sponsored by the Anchorage School District & Alaska Staff Development Network*

**Friday, January 25, 2013**

**8:30 am - 4:00 pm**

**Pre-Conference**

*Implementing RTI in Small Schools or Rural School Districts* with Lexie Domaradzki

**3:00 – 5:00 pm**

**Conference Registration**

**5:00 – 7:00 pm**

**Keynote**

*Keeping Your Eye on the Ball, RTI in the Major Leagues*

This opening address will provide an insight into RTI through an Alaska lens. Using the game of baseball to provide a platform for highlights, sharing, and discussion, the audience will learn more about systematic RTI approaches in an Alaska school district, while at the same time be motivated to hit the ball out of the park with RTI initiatives in their own school districts.

*Deena Paramo, Ed. D., Superintendent, Mat-Su Borough School District*

**Saturday, January 26, 2013 RTI & Instructional Strands**

**9:00 am - 4:00 pm Strands**

Full day focused strands are offered on Day 1. These strands allow participants to go deep in one area of RTI implementation or best instructional practices based on school or district needs.

**12:00 – 1:00 pm Lunch Provided (3<sup>rd</sup> Floor Foyer)**

**4:30 – 6:00 pm Meet & Share ((3<sup>rd</sup> Floor Foyer))**

Socialize and network with professionals from other districts who are implementing RTI.

**Sunday, January 27, 2013 Topical Sessions**

**9:00 am - 11:30 pm AM Sessions**

**12:00 – 3:00 pm Optional PM Sessions** (morning sessions repeated)

Shorter sessions on specific topics that support an effective RTI model are offered on Day 2. This allows participants to learn about one or two other areas in addition to the focused strand.



## Dena'ina Convention Center - Session Locations

Saturday Strands			
Strand 1	Strand 2	Strand 3	Strand 4
<i>We Get RTI, Now What? Structuring for a Multi-Tiered Service Delivery Model (K-12)</i>	<i>Integrating Behavior and Academics into a Single Multi-Tiered Model (K-12)</i>	<i>Behavior RTI (K-12)</i>	<i>Improving Special Education Practices Within a Multi-Tiered Model (K-12)</i>
<b>Judy Elliott</b>	<b>George Batsche</b>	<b>Randy Sprick</b>	<b>Mark Shinn</b>
Ballroom E & F	Ballroom C & D	Idlughet 2	Boardroom
Strand 5	Strand 6	Strand 7	Strand 8
<i>Response to Instruction and Intervention: Increasing Reading Success for All Students (K-5)</i>	<i>Improving School-Wide Literacy in Light of the Common Core State Standards (CCSS) for Secondary Level (6-12)</i>	<i>Beyond an Answer: Teaching Math for Understanding (K-12)</i>	<i>Frameworks for RTI in Early Childhood Education: Description and Implications (PreK)</i>
<b>Anita Archer</b>	<b>Kevin Feldman</b>	<b>Barb Dougherty</b>	<b>Kristi Pretti-Frontczak</b>
Ballroom B	Tubughnenq 3 & 4	Kahtnu 1 & 2	Tubughnenq 5

Sunday Topical Sessions				
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
<i>The Role of District and School Administrators in the Implementation of a Response to Instruction Model</i>	<i>Instructional Tours: Creating a Climate of Collaboration</i>	<i>Individual Interventions within All Three Tiers of Behavioral RTI</i>	<i>RTI, Inclusion and Differentiated Instruction: How Does All This Work Together?</i>	<i>Comprehension and Critical Thinking Across the Grade Levels and Content Areas</i>
<b>George Batsche &amp; Judy Elliott</b>	<b>Karl Schleich</b>	<b>Randy Sprick</b>	<b>Sharon Azar</b>	<b>Kevin Feldman</b>
Ballroom C & F	Boardroom	Ballroom A	Ballroom E	Ballroom D
Topic 6	Topic 7	Topic 8	Topic 9	Topic 10
<i>Secondary RTI: Strengthening the CORE of Instructional Practices</i>	<i>Using Formative Assessment and Progress Monitoring in Secondary Math Instruction</i>	<i>Scaffolding Writing Instruction (K-12) Tier 2 or 3 Interventions</i>	<i>AIMSweb Math Screening Measures to Identify Students' Learning Needs at the Elementary Level</i>	<i>Quality Instruction to Meet the Needs of Diverse Learners in PreK Programs</i>
<b>Mark Shinn</b>	<b>Barb Dougherty</b>	<b>Anita Archer</b>	<b>Rachel Brown</b>	<b>Kristi Pretti-Frontczak</b>
Tubughnenq 3	Kahtnu 2	Ballroom B	Tubughnenq 4	Tubughnenq 5



## SATURDAY STRANDS

### ***Strand 1: We Get RTI, Now What? Structuring for a Multi-Tiered Service Delivery Model***

**Presenter:**

Judy Elliott, Ph.D.

Educational Consultant and Former Chief Academic Officer, Los Angeles Unified School District

**Target Audience:**

School and District Leadership Teams

Intermediate session

**Description:**

This fast paced session will examine the role and critical work of data-based decision making teams (district and school) as they work to move past building consensus to create a culture of data based decision-making. We will look at needed infrastructure and tools, and use the 4 and 8 step problem solving process as a mechanism to evaluate current issues and those that have been around for a long time. Through this solution-based process, we will evaluate, through the use of multiple measures, if we are on the right track and if not what needs to be accomplished to do so. Use of data and problem solving will be front and center in this work together. Teams will be given time to reflect, celebrate, and forward plan to get the greatest return on investment for students.

**Learning Objectives:**

1. Learn about tools available and needed to establish and measure consensus, needed skills and practices to implement Response to Instruction and Intervention.
2. Deepen knowledge and practical use of 4 and 8 step problem solving process to identify viable plans to address defined problems.
3. Use multiple measures to identify and analyze issues in order to develop a coherent plan
4. Promote the use of critical ‘skill sets’ with staff rather than ‘titles.’
5. Layout critical professional development needed to build capacity across the school to use data in a continuous improvement process

**Pre-requisites:**

1. School/District office has an established School Based Leadership team or Data-based Decision Team
2. School/District office comes as a team to the strand
3. School/team has a common language, common understanding of RTI – the what and why, how, and working toward implementation.
4. The school/team has a plan to implement RTI
5. Open minds to think out of the box, evaluate where you are now, where you want to go and a willingness to create a plan to get there!



## ***Strand 2: Integrating Behavior and Academics into a Single Multi-Tiered Model***

### **Presenter:**

George Batsche, Ph.D.

Director, Institute for School Reform and Florida Statewide Problem-Solving/RTI Project, University of South Florida

### **Target Audience:**

Elementary, middle and high school teams, educators and administrators

Intermediate to advanced session

### **Description:**

This strand is designed for educators in schools that are implementing academic and behavior RTI systems and want to move toward a seamless multi-tiered system of supports, which integrates academic and behavior problem solving.

### **Learning Objectives:**

1. Possess a clear understanding of the research that demonstrates the greater positive impact on student outcomes of an integrated model compared to separate academic and behavior instruction/intervention models.
2. Understand how to integrate the components of behavior instruction/intervention AND academic instruction/intervention.
3. Learn how to use a single problem-solving process that integrates academic/behavior instruction/intervention
4. Identify data collection processes/procedures for an integrated system.
5. Learn how to integrate instructional strategies and student engagement factors in the development of lesson plans at Tiers 1, 2 and 3.
6. Learn how to organize and integrate personnel and organizational structures (e.g., District and School-Based Leadership Teams) to function in an integrated model.
7. Using the 8-step problem-solving process, develop an action plan to begin the implementation of an integrated model.
8. Identify resources and barriers to the implementation of a MTSS in your school or district.

### **Pre-requisites:**

1. Do I/we currently separate academic and behavior problem-solving/intervention?
2. Does most of the staff believe that student behavior is a separate “thing” to be addressed and is not related to academic instructional strategies?
3. Is the focus on behavior related to “managing” student behavior in school rather than on understanding the importance of “academic behaviors?”
4. Is my school ready to consider a more efficient use of personnel and resources to improve outcomes for students?
5. Is my school/district seeking a more effective way of delivering school services?

If you answered “yes” to most of these questions, this session should be useful.



### **Strand 3: Behavior RTI**

**Presenter:**

Randy Sprick, Ph.D.  
Director and Lead Consultant, Safe & Civil Schools

**Target Audience:**

K-12 educators, counselors, psychologists and administrators  
Beginner session

**Description:**

This workshop is an informative introduction to a comprehensive and positive approach to school-wide behavior management expectations, classroom management structures, and individual student intervention.

In order to improve learning and engagement, students' social, emotional, and behavioral needs must be addressed. The acronym STOIC summarizes the major strategies for achieving proactive behavioral support systems for all students in all schools:

- Structure settings for success
- Teach expectations directly to students (in detail and with repetition)
- Observe/monitor/supervise
- Interact positively with student
- Correct fluently (calmly, consistently, immediately, respectfully)

Information on implementing these strategies at the school-wide, classroom, and individual student levels will be included.

By addressing the learning environment the school staff can greatly reduce the degree to which misbehavior and apathy create barriers to academic productivity and engagement.

**Learning Objectives:**

1. Describe a multi-tiered system of prevention and interventions to proactively support students' social, emotional, and behavioral needs.
2. Evaluate your current continuum of services (identifying both strengths and areas needing improvement).
3. Develop an action plan for improving behavioral RTI within their school/district.

**Pre-requisites:**

1. Am I interested in influencing school climate, safety, and discipline?
2. Am I serving on an RTI or School Improvement Team (or willing to assist such a team)?
3. Am I interested in guiding our staff to be more consistent?
4. Am I interested in an approach to behavior that emphasizes prevention and positive intervention (not just punitive reaction)?

If you answered "yes" to most of these questions, this session should be useful.



## ***Strand 4: Improving Special Education Practices Within a Multi-Tiered Model***

### **Presenter:**

Mark Shinn, Ph.D.

Professor and Program Coordinator, School Psychology Program, National Louis University

### **Target Audience:**

Special education administrators, special education teachers and related services providers. Non-special education personnel such as principals, specialists, and administrators welcome.

Beginner to intermediate level session

### **Description:**

This session will specifically address key components of special education service delivery within an MTSS model with careful attention to:

- (1) Eligibility for academic problems (e.g., specific learning disabilities) with respect to the inclusionary components (dual discrepancy, instructional need), determinant factors, and exclusionary factors,
- (2) The capacity to describe and deliver intervention of appropriate intensity,
- (3) Quality IEP goals and progress monitoring, and
- (4) Periodic, annual, and 3-year reevaluations.

### **Learning Objectives:**

1. Understand the deficiencies in long-standing eligibility practices to enable abandonment.
2. Implement short-term solutions to special education eligibility leading to a higher quality implementation plan.
3. Use the Instructional Planning Form (IPF) to describe current interventions, evaluate appropriateness, and assess fidelity of implementation.
4. Ensure sufficient understanding to write a few, but more meaningful IEP goals and monitor progress.
5. Develop a process of using existing data as appropriate for periodic, annual, and 3-year evaluations.

### **Pre-requisites:**

1. Basic understanding of special education practices.
2. Familiarity with administration and scoring of Curriculum-Based Measurement (CBM) is helpful.



## ***Strand 5: Response to Instruction and Intervention: Increasing Reading Success for All Elementary Students***

### **Presenter:**

Anita Archer, Ph.D.  
Educational Consultant

### **Target Audience:**

Elementary educators and administrators  
Beginner to intermediate session

### **Description:**

In this training, Dr. Archer will discuss how explicit instruction can be used to increase reading growth of students in Tier 1, 2, and 3.

In addition, she will provide information on research-validated practices in regards to all components of reading: phonemic awareness, decoding, fluency, vocabulary, and comprehension.

These practices will be demonstrated directly and through videos.

### **Learning Objectives:**

1. Outline procedures for increasing phonemic awareness and decoding skills in students served in Tier 1, 2, and 3 programs.
2. Outline procedures for increasing students' fluency including reading rate and prosody.
3. Outline procedures for increasing vocabulary and comprehension in the elementary grades.

## ***Strand 6: Improving School-Wide Literacy in Light of the Common Core State Standards (CCSS) for Secondary Level***

### **Presenter:**

Kevin Feldman, Ph.D.

Director of Reading and Intervention with the Sonoma County Office of Education (SCOE) and Independent Educational Consultant

### **Target Audience:**

Middle and high school educators and administrators

Beginner to intermediate level session

### **Description:**

Implementation of the CCSS alone will not improve student achievement...improving daily instructional practice across the school - *Collaborative Coherence* - is the key.

This seminar will provide a practical road map to parse the details of what evidence-based instructional practices reliably "move the dials" in secondary student learning and how educators can optimize their efforts to support this critical work.

A particular focus will be on academic language and critical thinking within and across content areas in middle and high schools.

### **Learning Objectives:**

- Understand how the CCSS are different from "business as usual".
- Understand the five key recommendations from the latest research summary regarding improving adolescent literacy across the content areas.
- Experience example instructional practices based on the above research findings in the context provided by the CCSS.
- Plan a range of individual and collective applications at the classroom and building level to take "next steps" for improving literacy.

### **Pre-requisites:**

Working in grades 6-12 as a teacher, coach, support staff, or as site/district administration



## **Strand 7 – Beyond an Answer: Teaching Math for Understanding**

### **Presenter:**

Barb Dougherty, Ph.D.  
Richard Miller Endowed Chair for Mathematics Education

### **Target Audience:**

K-12 educators  
Beginner session

### **Description:**

This session focuses on ways to enhance student understanding by using teaching strategies that engage students, motivate learning, and focus on deeper understanding so that reteaching can be lessened.

The mathematics content in the *Alaska Mathematics Standards* (June 2012) and corresponding *Common Core State Standards* will be explored to consider learning progressions and prerequisites that support student understanding.

The tasks used in the session are classroom-tested.

### **Learning Objectives:**

1. Understand ways to include the Standards for Mathematical Practice in instructional tasks.
2. Understand and explore mathematics content from the *Alaska Mathematics Standards* (June 2012) and corresponding *Common Core State Standards* to support student success in number, algebra, and geometry.
3. Experience teaching strategies to enhance student understanding of number, algebra, and geometry.

### **Pre-requisites:**

Participants should be familiar with the *Alaska Mathematics Standards* (June 2012) or the mathematical *Common Core State Standards* for their grade band/level.



## ***Strand 8 – Frameworks for RTI in Early Childhood Education: Description and Implications***

### **Presenter:**

Kristi Pretti-Frontczak, Ph.D.

Professor, School of Lifespan Development and Educational Sciences, Kent State University

### **Target Audience:**

Preschool educators and administrators

Beginner session

### **Description:**

The session will provide an overview of RTI frameworks in early childhood education (ECE) using the joint paper from the Division for Early Childhood, National Association for the Education of Young Children, and National Head Start Association. The joint paper serves as an objective resource on features of RTI frameworks in ECE.

The session is designed to promote broad understanding of the features of RTI frameworks as they apply to ECE and openly address misconceptions and challenges regarding the application of RTI to ECE.

### **Learning Objectives:**

1. To provide an overview of the different ways RTI is defined and conceptualized in ECE.
2. To discuss the features of quality instructional models.
3. To openly discuss misconceptions and challenges regarding the application of RTI to ECE.
4. To provide resources and additional information on quality instructional practices within RTI frameworks.
5. To share next steps and future directions for RTI in ECE.

### **Pre-requisites:**

None. The focus will be on ECE frameworks as they apply to programs serving children from birth to school age and will not address K-12 interpretation of RTI. The content is not general or special education specific; the focus will be on blending practices from both traditions.



## SUNDAY TOPICAL SESSIONS

### ***Topic 1 - The Role of District and School Administrators in the Implementation of a Response to Instruction Model***

**Presenters:**

George Batsche, Ph.D.

Director, Institute for School Reform and Florida Statewide Problem-Solving/RTI Project, University of South Florida

Judy Elliott, Ph.D.

Educational Consultant and Former Chief Academic Officer, Los Angeles Unified School District

**Target Audience:**

School and District Administrators

Beginner to intermediate session

**Description:**

This session will focus on the critical role that district and school administrators have in the implementation of RTI. The leadership role in developing and maintaining consensus, ensuring that the critical components of the infrastructure are in place and sustaining implementation will be emphasized.

**Learning Objectives:**

1. Learn the barriers that threaten buy-in and effective strategies to address those barriers.
2. Understand the critical and non-critical elements that must be present to support implementation of RTI
3. Learn the key functions of leaders that support and sustain implementation of RTI
4. Understand the different roles of district and school leaders and how those roles can either facilitate implementation or serve as a barrier.
5. Learn how to use skill and practices assessments with your staff to support professional development decisions that facilitate implementation of RTI
6. Understand the role of coaching to support implementation of RTI

### ***Topic 2 - Instructional Tours: Creating a Climate of Collaboration***

**Presenter:**

Karl Schleich

MSBSD Director of Professional Development, SSOS Coach, Consultant

**Target Audience:**

K-12 Educators and Administrators

Beginner session



## **Topic 2 - Instructional Tours: Creating a Climate of Collaboration (cont.)**

### **Description:**

Instructional tours are a structure designed to change the professional culture in your building from a culture characterized by isolation to one characterized by collaboration. Peer-to-peer observation and feedback is a powerful mechanism to improve classroom instruction. Participants will learn the instructional tour structure developed and implemented in Mat-Su Borough School District, a process that has raised the amount of professional conversations around the topic of effective instruction and opened doors for peer coaching based on observational data.

### **Learning Objectives:**

1. Become familiar with the instructional tour model being utilized in the Mat-Su Borough School District.
2. Understand the beliefs and philosophy supporting instructional tours.
3. Practice the protocols and structure of the instructional tour.

## **Topic 3 - Individual Interventions within All Three Tiers of Behavioral RTI**

### **Presenter:**

Randy Sprick, Ph.D.  
Director and Lead Consultant, Safe & Civil Schools

### **Target Audience:**

K-12 educators, counselors, psychologists and administrators  
Beginner session

### **Description:**

This session will explore how to work collaboratively to design and implement interventions for students with chronic behavioral or motivational problems. Participants will learn to design a "Problem Profile" on an individual student. Next, participants will learn how to select interventions that have a high probability of helping the student improve his/her behavior. Finally, an overview of 16 interventions (such as self-monitoring, goal setting, increasing positive interactions, and restructuring self-talk) will be provided. This is not a classroom management session--the focus is on developing a plan for an individual student. Collaboration in designing and implementing is essential because the literature suggests that a tiny fraction of behavioral plans actually get implemented. This session addresses that issue.

### **Learning Objectives:**

1. Participants will be able to describe and implement a process for developing an intervention based on teacher interview.
2. Participants will be able to describe and implement process for efficient team-based intervention planning.



## ***Topic 4 - RTI, Inclusion and Differentiated Instruction: How Does All This Work Together?***

### **Presenter:**

Sharon Azar Ph.D.  
Educational Consultant, Houston, Texas

### **Target Audience:**

Special Education and General Education Teachers  
School and District Administrators  
Beginner session

### **Description:**

This session will provide a framework to show teachers and administrators how Response to Instruction (RTI), Inclusion, and Differentiated Instruction effectively work together to provide ACCESS and SUCCESS in the general curriculum for all students. This framework is a valuable tool in explaining how these three approaches work together to provide a learning environment that enhances learning for every student.

### **Learning Objectives:**

1. Recognize the goal is to give ALL students access to the general curriculum.
2. Recognize Differentiated Instruction is ESSENTIAL for us to reach every student
3. Recognize the effective and efficient collaborative efforts of General Educators and Special Educators working together is much stronger than working in isolation.

## ***Topic 5 – Comprehension and Critical Thinking Across the Grade Levels and Content Areas***

### **Presenters:**

Kevin Feldman, Ph.D.  
Director of Reading and Intervention with the Sonoma County Office of Education (SCOE) and Independent Educational Consultant

### **Target Audience:**

K-12 educators and administrators  
Beginner to intermediate session

### **Description:**

The challenges outlined by the Common Core State Standards (CCSS) require educators to engage students at a much higher level of cognitive sophistication. In particular students are required to explain their thinking, solve complex problems, monitor their own learning, and otherwise develop executive function skills. This seminar will explore practical strategies teachers can use to engage ALL students in a developing these cognitive capacities across the traditional content areas.



## ***Topic 5 (cont.) – Comprehension and Critical Thinking Across the Grade Levels and Content Areas***

### **Learning Objectives:**

1. Understand how the CCSS have raised the "bar" for students and educators, especially relative to critical thinking and command of academic language necessary to communicate (explain, debate, advocate, etc.) one's thinking.
2. Explore a range of practical, evidence-based instructional practices validated to develop critical thinking skills.
3. Plan for specific, pragmatic applications to individual classrooms and schools.

## ***Topic 6 - Secondary RTI: Strengthening the CORE of Instructional Practices***

### **Presenter:**

Mark Shinn, Ph.D.

Professor and Program Coordinator, School Psychology Program, National Louis University

### **Target Audience:**

Secondary Educators

Beginner to intermediate session

### **Description:**

Secondary implementation of a multitier model is quite a bit different from elementary implementation where having a quality, evidence-based basal reading program and wide reading can quickly increase student success. At middle school and high school, where specific content area instruction is the norm, it is often difficult to figure out what to do to improve outcomes.

This session will focus on little or no cost strategies that are robust to content areas to improve pedagogy, including (1) use of a consistent paper and electronic syllabus/websites to support course planning and student organizational and study skills, (2) building a high quality grading system for proactive planning, making the rules of the game clear, and enable all parties to continuously gauge progress, (3) explicitly teaching vocabulary with the “right words” taught the “right way” and (4) teaching from a big ideas focus to support understanding.

### **Learning Objectives:**

Participants will learn strategies to:

1. Develop a high quality syllabus,
2. Building a high quality grading system,
3. Learn what are the “right words” and how to teach vocabulary the “right way” in a consistent way across content areas, and
4. Teach from a big ideas focus to support understanding.



## **Topic 7 - Using Formative Assessment and Progress Monitoring in Secondary Math Instruction**

### **Presenter:**

Barb Dougherty, Ph.D.

Richard Miller Endowed Chair for Mathematics Education, University of Missouri-Columbia

### **Target Audience:**

Middle & high school Educators

Beginner session

### **Description:**

This session focuses on questioning techniques that can be used in class to determine how deeply students understand a concept or skill. Participants will learn how to craft those questions. Additionally, progress monitoring for both concepts AND skills will be explored in algebra.

### **Learning Objectives:**

1. Understand three questioning techniques used in formative assessment.
2. Craft 3 types of process questions.
3. Understand how to use progress-monitoring tools for both procedural and conceptual topics in algebra.

## **Topic 8 – Scaffolding Writing Instruction**

### **Presenters:**

Anita Archer, Ph.D.

Educational Consultant

### **Target Audience:**

K- 8 educators and educators delivering Tier 2 and 3 interventions at the high school level

Beginner to intermediate session

### **Description:**

Composing written products is a demanding skill for any individual, but is particularly difficult for struggling students. Dr. Archer will present a model that divides written expression instruction into two components: 1) teaching the attributes of the written product utilizing a standard-based rubric and illustrating it with an example (**WHAT**), and 2) teaching the process of writing using writing frames, strategies, and think sheets to scaffold the writing process (**HOW**). These instructional components will be demonstrated with a number of written genres that reflect the demands of the state standards. This session will address Tiers 2 or 3 interventions.

### **Learning Objectives:**

Participants will be able to scaffold written expression instruction in their classroom using the modeled strategies.



## ***Topic 9 – Using AIMSweb Math Screening Measures to Identify Students’ Learning Needs at the Elementary Level***

### **Presenters:**

Rachel Brown, Ph.D.

Associate Professor at the University of Southern Maine, School Psychologist, and Educational Consultant

### **Target Audience:**

Elementary educators and administrators

Beginner session

### **Description:**

This session will provide information and skills for elementary grade teachers who are using AIMSweb math screening measures (e.g., M-COMP and M-CAP). The presenter will describe the types of math screening assessments available from AIMSweb and identify the specific math skills measured by each. She will show and explain examples of classroom level and student-specific AIMSweb math scores and how to interpret the scores to identify students’ math instruction needs. Finally examples of specific interventions that could be used in relation to the students’ needs will be shared.

### **Learning Objectives:**

1. The types and levels of AIMSweb math measures;
2. The specific math skills each AIMSweb math screening measure is designed to assess;
3. How to interpret classroom level and individual student level scores from AIMSweb math screening measures;
4. How to select specific math interventions based on students’ math screening data.

## ***Topic 10 - Quality Instruction to Meet the Needs of Diverse Learners in PreK Programs***

### **Presenter:**

Kristi Pretti-Frontczak, Ph.D.

Professor, School of Lifespan Development and Educational Sciences, Kent State University

### **Target Audience:**

Preschool educators and administrators

Beginner session

### **Description:**

The session will provide a detailed description of a tiered model of instruction referred to as the curriculum framework. The curriculum framework is designed to meet the needs of all young children, particularly those with disabilities and other special needs served in a variety of PreK programs. Specific strategies for assessing learner outcome, linking instruction to early learning standards, and matching child needs with recommended instructional practices will be demonstrated. Participants will



learn how to identify the needs of young children, to create learning opportunities that address those needs, and how to differentiate daily learning activities and progress monitoring efforts.

**Learning Objectives:**

1. To describe the elements of a curriculum framework (tiered instructional model) including assessment, sorting, activities and instruction, and progress monitoring.
2. To demonstrate strategies for assessing young children with diverse needs, identifying meaningful outcomes, aligning outcomes with early learning standards, and delivering tiered instruction.
3. To practice creating multiple and varied learning opportunities for embedding across daily PreK activities and routines.

## PRESENTERS

### **Anita Archer, Ph.D.**

Dr. Anita Archer serves as an educational consultant to school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. Dr. Archer has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous instruction materials with Dr. Mary Gleason including the REWARDS literacy programs and, most recently, wrote a textbook on explicit instruction with Dr. Charles Hughes.

### **Sharon Azar, Ph.D.**

Sharon Azar is an educational consultant from Houston, TX. Each year, she presents to thousands of teachers and administrators throughout the United States. Sharon's career in education includes both teaching and administrative experience. She is best known for her passion for Inclusive Practices. Much of her work involves providing training and technical assistance to teachers, principals, and district level staff in practical and responsible approaches for serving students with disabilities in the Inclusive setting. Sharon also works extensively with school districts in the area of Specially Designed Instruction. Her goal is to see every child in our schools accessing and progressing in the general curriculum.

### **George Batsche, Ph.D.**

George Batsche is currently Professor and Co-Director of the Institute for School Reform in the School Psychology Program at the University of South Florida in Tampa, Florida. Dr. Batsche directs the Florida Statewide Problem-Solving/Response to Intervention Project and the Student Support Services Project for the Florida Department of Education. The Statewide RTI Project is responsible to the implementation of RTI (Multi-Tiered System of Supports-MTSS) in every school district in Florida. This Project is in a partnership with the Florida Positive Behavior Support Project to ensure that a fully integrated (academic and behavior) model of MTSS is implemented throughout the state. The Student Support Services Project is responsible for policy development, technical assistance and training, innovative project development and consultation in the areas of school psychology, school counseling, school social work and school nursing for the State of Florida through the Florida Department of Education. Dr. Batsche has been involved in the implementation of the problem-solving model at the state, district and building levels for the past 30 years and is the recipient of more than \$40 million dollars in federal and state funding to support these projects.

### **Rachel Brown, Ph.D.**

Dr. Brown is Associate Professor at the University of Southern Maine. Prior to obtaining her doctorate at the University of Massachusetts, Amherst (2000), she taught middle and high school history and special education for 10 years. Her research areas include curriculum-based measurement, response to intervention (RTI), and scientifically based reading instruction methods. Dr. Brown is the editor of *Assessment for Intervention: A Problem-Solving Approach* (2005, 2012), and co-author of *Response to Intervention: Principles and Strategies for Success* (2005; 2010) and *RTI in the Classroom: Guidelines and Recipes for Success* (2009). In addition, Dr. Brown has authored articles about reading assessment



and instruction as well as implementation of RTI.

Dr. Brown is a nationally certified school psychologist and a licensed psychologist, and has consulted with numerous Alaska schools districts to support RTI implementation. She is a native Alaskan and spends the school years in Maine and summers in her hometown of Palmer with her husband and daughter.

### **Lexie Domaradzki, M.S.**

Lexie Domaradzki's primary areas of expertise are early childhood and kindergarten through Grade 12 reading, with emphases on research-based instruction for beginning readers and school reform. Currently Ms. Domaradzki is the owner of REACH Education consulting and provides technical assistance to state departments and district in the area of RTI, assessment and literacy. Prior to this work, she served as a Research Associate at RMC Research; Ms. Domaradzki provided technical assistance on the implementation of Reading First grants to the Northwest State Cluster Team for the National Reading Technical Assistance Center. She also provided consultation and professional development services to the Alaska Staff Development Network in support of developing and implementing a data driven assessment system in the area of reading. Prior to joining RMC Research Ms. Domaradzki served as the Assistant Superintendent of Teaching and Learning for the Washington State Office of Superintendent of Public Instruction. From 2004 to 2007 she served as the Washington Reading First Director, directing the implementation of the Washington Reading First grant. In this capacity she worked extensively on professional development, data analysis, and intervention design for beginning reading.

### **Barb Dougherty, Ph.D.**

Dr. Barbara Dougherty is the Richard G. Miller Endowed Chair for Mathematics Education and a Professor in Mathematics Education at the University of Missouri-Columbia. Dr. Dougherty is a past member of the National Council of Teachers of Mathematics Board of Directors (2009–2012) and is past Chair of the NCTM Research Committee. She has conducted classroom and student-based curriculum research and development for more than 20 years. Dr. Dougherty has been a special education teacher K-12 for more than 10 years and has taught elementary, middle and high school mathematics for over 18 years. Dr. Dougherty has co-directed National Science Foundation-funded projects for grades preK-8 dealing with developing number, rational numbers and learning trajectories using a measurement approach to build proportional reasoning. Additionally, she is a co-author of conceptual assessments for monitoring progress of students in attaining algebraic skills and concepts and on developing algebra modules for middle grades students. Dr. Dougherty has developed, implemented and evaluated numerous professional development institutes for teachers PreK–16, locally, nationally and internationally, with particular emphasis on teacher content knowledge and the implementation of effective, research-based instructional strategies. Her most recent publication is *Algebra in Action*, grades 8–9 iPad book.

### **Judy Elliott, Ph.D.**

Judy Elliott is formerly the Chief Academic Officer of the Los Angeles Unified School District where she was responsible for curriculum and instruction early childhood through adult, professional development, innovation, accountability, assessment, afterschool programs, state and federal programs, health and human services, magnet program, language acquisition for both English and Standard English learners, parent outreach, and intervention programs for all students. Before that she was the Chief of Teaching and Learning in the Portland Oregon Public Schools and prior to that an Assistant



Superintendent of Long Beach Unified School District in CA. She started her career as a classroom teacher and then school psychologist. Judy continues to assist districts, national organizations, state and federal departments of education in their efforts to update and realign curriculum frameworks, instruction, and assessment, and accountability that include all students. She has trained thousands of staff, teachers, and administrators in the U.S. and abroad in areas of integrated service delivery systems, leadership, effective use of data, inclusive schooling that include linking assessment to classroom intervention, strategies and tactics for effective instruction, curriculum adaptation, collaborative teaching and behavior management. Judy's research interests focus on systems change and reform, effective instruction for all students, and data-based decision making for accountability and accelerated student achievement. She has published over 51 articles, book chapters, technical/research reports and books.

### **Kevin Feldman, Ph.D.**

Kevin Feldman is the Director of Reading and Intervention with the Sonoma County Office of Education (SCOE) and an independent educational consultant working with publishers, schools, and districts across the country. His career in education spans forty years. As the Director of Reading and Intervention for SCOE he develops, organizes, and monitors programs related to PreK-12 literacy and the prevention/remediation of reading difficulties. Dr. Feldman has taught for nineteen years at the university level in Special Education and Masters' level programs for University of California, Riverside and Sonoma State University.

### **Kristie Pretti-Frontczak, Ph. D.**

Dr. Pretti-Frontczak is a Professor in early childhood intervention in the School of Lifespan Development and Educational Sciences at Kent State University. Dr. Pretti-Frontczak's most recent work has centered on the needs of those working in blended programs and implementing a curriculum framework. In general, her lines of research center on using authentic assessment practices for planning and revising instruction and on the link among assessment, individualized goals, and quality curriculum. Dr. Pretti-Frontczak is also the current Past President for the Division for Early Childhood.

### **Karl Schleich**

Karl Schleich has enjoyed a successful 30-year career as a teacher, coach, assistant principal, principal and district-level administrator in Illinois, Alaska and an international school in Athens, Greece. Under his leadership, Shaw Elementary School earned the State of Alaska's Distinguished Title I School for Student Achievement awarded in 2011. He was selected as Alaska's National Distinguished Principal in 2000. Currently serving as Director of Professional Development for the Matanuska-Susitna Borough School District, a State System of Support Coach, and private consultant, Karl assists school districts throughout Alaska with their aim to enhance instruction and the school environment.

### **Mark Shinn, Ph.D.**

Dr. Shinn has supported schools in more than 40 states since the early 1980s to use evidence-based practices and data-based decision making to improve outcomes for all students through Multitiered Systems and Supports (MTSS or RTI). He taught in pre-service school psychology and special education graduate programs and undergraduate teacher education at the University of Oregon before joining NLU in 2003. Dr. Shinn's specific areas of expertise are frequent progress monitoring and screening of basic skills and has published more than 75 book chapters and journal articles and edited 2 books on the topics. He also co-edited (with Hill M. Walker), three editions of evidence-based



academic and behavior interventions for the National Association of School Psychologists. As principal investigator on more than \$4.2 million of federal personnel preparation and research grants, his former advisees work in more than 30 states.

### **Randy Sprick, Ph.D.**

Randy Sprick is an educational consultant and trainer in Eugene, Oregon. Each year, he presents practical and entertaining workshops to over 15,000 teachers and administrators throughout the United States and Canada. Much of his work involves helping teachers, principals, and other staff set up schools and classrooms that encourage student responsibility and motivation, while humanely and effectively helping misbehaving students learn to behave in more responsible ways.

As the primary author for the *Safe & Civil Schools* series, Randy has produced numerous articles, books, and multimedia programs that assist school personnel in dealing with the issues of discipline and classroom management. His most recent publications include *Behavioral Response to Intervention: Creating a Continuum of Problem Solving and Support* and *Interventions 2nd Edition: Evidence-Based Behavioral Strategies for Individual Students* (2008). Randy is currently working on the second edition of the *CHAMPS DVD In-service Series*. The revised program will be available by the summer of 2010.

Randy is a past president of the Association for Direct Instruction (ADI) and has been inducted into the Association's Hall of Fame. He is also a recipient of the CEC's J. E. Wallace Wallin Special Education Lifetime Achievement Award. Randy is the director of Teaching Strategies, Inc. and the lead consultant for Safe & Civil Schools.