

NEW! One-Day Response to Intervention Forum

Monday, February 8, at the 2010 National Reading Recovery & K-6 Classroom Literacy Conference

School administrators

School psychologists

Special educators

Curriculum directors

Site coordinators

School board members

Literacy educators

Schools across the country are transitioning to a focus on identifying struggling students early and applying scientifically based interventions before referring students for special education services. This approach involves a well-orchestrated assessment and intervention plan designed by the school to meet the specific needs of its student body. The Response to Intervention (RTI) Forum offers valuable and timely information that will benefit your school right away.

This one-day RTI Forum is a collaborative effort with the U.S. Department of Education. School administrators and stakeholders will learn

- the components of a comprehensive literacy model as an RTI approach, including Reading Recovery, K-5 literacy groups, and classroom interventions;
- a framework and process for implementation, assessment, and improvement; and
- how schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

Whether you register for the entire Conference or the Response to Intervention Forum only, we encourage you to attend these special sessions.

Funding for the RTI Forum has been provided through an award from the U.S. Department of Education, under award number U215K090094, for the Fund for the Improvement of Education (FIE) Program.

Register for this RTI forum or for the entire 3-day Conference at www.rrcna.org/conferences

8:30-8:45 am

Introduction and RTI Forum Overview

Linda Dorn, RRCNA president and Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR

8:45-10:15 am

Response to Intervention: Promises, Possibilities, and Potential Problems

Marjorie Lipson, professor emerita and university scholar, University of Vermont, Burlington, VT
Karen Wixson, professor of education, University of Michigan, Ann Arbor, MI

In 2008, the International Reading Association created the Response to Intervention Commission. Drs. Lipson and Wixson, who cochair the Commission, share its work, focusing on the Guiding Principles for RTI. They discuss existing research on RTI and how to use the principles to get started with or improve existing RTI efforts, including how Reading Recovery fits into an RTI plan.

10:30-11:45 am

Conference Keynote Session: Celebrating Core Truths That Save Children

Candy Dawson Boyd, author & professor, Saint Mary's College, Moraga, CA

Marie Clay's extraordinary work in the field of early literacy has saved the lives of thousands and thousands of children all over the world. The impact of Reading Recovery on the lives of children and educators is inestimable. Over the years, I have found a small set of core truths that I believe should drive every educator. These core truths will be discussed.

11:45 am-1:00 pm

RTI Forum Luncheon

Marjorie Lipson and Karen Wixson follow up their morning session with an open discussion on RTI and include time to answer your questions.

Facilitators:

Shannon Henderson, Purdue University, West Lafayette, IN
Judy Embry, University of Kentucky, Lexington, KY

1:00-2:30 pm

Power of Professional Learning Communities: Collaboration Leading to Change

Terri Beeler, literacy consultant, Houston, TX

Discuss current research on effective professional development. Focus on establishing professional learning communities that lead to more effective instructional practices and higher achieving students. Learn how schools can implement professional learning communities as a component of their RTI plan.

Sustaining and Expanding Success in Schools

Enrique Puig, director, The Florida Literacy and Reading Excellence Center, Orlando, FL

Focus on the form and function of school-based literacy leadership teams in implementing an investigative cycle to support schools in responding to interventions. Review and discuss specific action steps.

3:00-4:30 pm

Teacher To Teacher — Literacy Staff Development

From Walled Lake Consolidated Schools, Walled Lake, MI:
Susan Matz, director of elementary instruction and state and federal programs
Alec Bender, principal
Lynn Mangold, Reading Recovery teacher leader

Effective classroom instruction is an essential element in Tier 1 of your school's RTI plan. Learn how the Teacher To Teacher project delivered onsite, focused, professional development for teachers. Each session focused on a part of workshop with a structured classroom observation followed by facilitated debriefing and team goal-setting. Results showed an increase in successful interventions for struggling students.

Every Child, Every Day, Whatever It Takes

From Ozark Public Schools, Ozark, MO:
Karen Scott, director of federal programs
Sonia Beth, Reading Recovery teacher
Chanda Clayman, assistant director of special services: RTI
Sherre Marek, Reading Recovery teacher leader
Jeannine Pace, literacy coach
Phylliss Wolfram, director of special services

Learn how a comprehensive literacy program with Reading Recovery is foundational to the success of a growing district focused on the success of all students with aligned leadership and vision.