

2016 Alaska RTI Conference Session Descriptions

- **When you register you must select sectionals to reserve a seat at the conference. If you do not select the sessions you wish to attend, you will not have a seat saved for you at the conference.**
 - You can choose ONE strand for Saturday, ONE topic for Sunday morning, and ONE topic for Sunday afternoon.
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Saturday - Full Day Strands

Strand 1

Visible Learning: Foundations

Presenter: Tom Hierck

Target Audience: School leaders (Limit of 60)

Understand the baseline research and practices of Visible Learning. Participants will identify and discuss the most important messages from the Visible Learning research, learn about the five strands of Visible Learning, and know the difference between the influences that "do" and "do not" make significant difference to student achievement. Participants will learn: the major factors that influence student learning and achievement, the importance of effect sizes as a useful way to measure progress, the key characteristics of assessment capable learners, the mind frames leaders need to have in order to impact student achievement and instruction, the role of feedback, and the importance of learning intentions and success criteria. This session provides practical activities and take-away tools.

Strand 2

Engaged Classrooms: An Introductory Workshop

Presenter: Nicole Frazier

Target Audience: Classroom teachers and instructional coaches working in middle and high schools – new teachers will find it particularly beneficial. Learning support staff and teacher aides will also benefit from this workshop.

Engaging Schools' Engaged Classrooms program offers an approach to instruction, classroom management, and discipline that fosters academic, social and emotional learning and development in each and every student. Throughout this highly-interactive one-day workshop, participants will explore several core practices and strategies to develop positive, supportive relationships with students, build high-functioning, high-performing groups of learners, and improve student learning and achievement. This Engaging Schools experience will provide "learn-it-today, use-it-tomorrow" tools and strategies that you can apply immediately in your classroom, including:

- An Overview of the 6 Conditions of Engagement and Core Practices that Support Engagement and Achievement
- Activators: A Core Practice for Student Engagement
- The Power of Procedures: Organize and Manage Your Class for Student Success
- Ramping up Engagement Through 4 High Impact Strategies
 - Text-based protocols
 - Interactive notebooks
 - Problematizing learning tasks
 - Using visual prompts, physical prompts and open-ended questions to invite students to engage, self-correct, and problem solve around their behavior.

Participants will also receive a copy of *Activators: Classroom Strategies for Engaging Middle and High School Students*. Participants of this workshop will create a sample interactive notebook to serve as a resource for planning high impact instruction and fostering a high performing community of learners.

Strand 3

Teaching Older Poor Readers: From Word Recognition to Text Comprehension

Presenter: Louisa Moats

Target Audience: Anyone who is concerned with the reading difficulties of students in 5th grade and up.

Older poor readers can substantially improve their reading, writing, and language skills with an intensive, comprehensive, multi-component approach to instruction. We will review research on the nature of poor reading in adolescents, then delve into strategies for teaching word recognition at foundational and advanced levels. We will conclude the day with a focus on text-driven comprehension instruction that enables students to decipher the peculiarities of academic language.

Outcomes – Participants will understand better (1) why instruction for adolescent poor readers must include all major components, (2) how to teach word recognition with this population, and (3) how to plan and facilitate comprehension of complex academic texts.

Strand 4

Building a Better School: Creating Proactive and Preventative Systems at the School-Wide Level

Presenter: Tricia Skyles

Target Audience: K-12 educators, especially anyone with a role on a leadership team and administrators

The goal of this training is to empower school staff to help all students behave responsibly and respectfully. The STOIC Framework will be applied to help participants consider and reflect on gaps in policies and procedures that may lead to students engaging in inappropriate behavior. Participants will learn what should be included in a school-wide comprehensive behavior plan, how to form a team to lead school reform efforts and build staff consensus, and what types of data to collect to help teams focus on prioritized areas of concerns. Through collaboration and self-reflection, teams can work with staff to structure all school settings in a way that promotes successful behavior from students with a focus on Tier I Universal prevention.

Learning Objectives:

- Identify potential gaps in school-wide policies and procedures
 - Identify the components of a school-wide comprehensive behavior plan
 - Determine how to build an effective team to address school reform
 - Identify what data should be collected on an ongoing basis for analysis and reflection
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Strand 5

Multi-Tiered Systems of Support: Improving Math Instruction for Students Who Struggle

Presenter: Karen Karp

Target Audience: Grade 1-5 educators (Limit of 50)

Dr. Karp will share evidence-based strategies such as the concrete-semi-concrete-abstract (CSA) approach that emphasize students' development of a balanced understanding of concepts and skills. Participants will experience engaging classroom-tested tasks that create more robust learning and focus on ways to use formative assessment to promote students' mathematical proficiency.

Strand 6

Differentiation and RTI: What Does it Take to Get it Right?

Presenter: Carol Ann Tomlinson

Target Audience: K-12 educators

Academically diverse student populations are the norm in most contemporary classrooms. Teachers understandably struggle to teach in ways that attend to both group requirements and a broad range of individual entry points and approaches to learning.

Strand 6 (cont.) Differentiated Instruction provides a model for instructional planning that attends to both prescribed outcomes and the realities of student variance. We'll examine the key elements of differentiation and look at ways in which they assist educators in planning curriculum that can address the learning needs of the full range of learners in a class. Along the way, we'll look at intersections between differentiation and RTI. The session will emphasize practical examples of differentiation in action, including both teacher-created lessons and videos of differentiation in classrooms.

Strand 7

Making a Difference: Instruction, Practice, Feedback and Scaffolding

Presenter: Anita Archer

Target Audience: Grade K-5 educators

How do we make a difference for all students, all tiers, all teachers? Instructional research points to four major practices for moving students from their current performance to desired level of performance: explicit instruction, judicious practice, effective feedback, and scaffolding. In this training, Dr. Archer will review the research in each of these areas, provide classroom examples, and guide participants in applying the concepts to their own schools and classrooms.

Strand 8

Integrating Culturally Responsive Practices with Math Performance Tasks in the Secondary Math Class: What, Why, and Who?

Presenters: Bobbi Jo Erb and Sharon Azar

Target Audience: This session will provide examples of performance tasks for Math for Grades 6-12. The participants will experience engaging performance tasks designed to be culturally responsive and engaging to ALL learners. We will address the questions of providing accommodations and modifications for students requiring these supports to demonstrate proficiency. The speakers will share evidenced-based accommodations and modifications for making mathematics more accessible to students with learning differences.

Formative "assessment for learning", when used as part of day- by-day teaching, has proven to be one of the most effective ways of enhancing student learning. This approach is very different from testing; it involves qualitative feedback to develop each student's reasoning. This session will provide an in-depth view of performance tasks as formative assessments in Math. Participants will examine how performance tasks support strong TIER ONE instruction by:

- Helping Implement the State Standards with Rigor
 - Supporting Student Engagement
 - Enhancing ALL Students' Mathematical Knowledge and Skill
 - Raising Teachers' Expectations
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Strand 9

Getting It Right...Right From the Start! Laying a Strong Foundation for Literacy in Pre-Kindergarten and Kindergarten Classrooms

Presenter: Kathy Barclay

Target Audience: Pre-kindergarten and kindergarten teachers, reading specialists, curriculum coordinators, and administrators

As educators charged with the responsibility for educating children in the beginning stages of reading and writing, we know children should be engaged in developmentally-appropriate and joyful explorations of literacy, language, and print. But what does this really mean in light of the new standards for K-12 and the importance of ensuring all children development a firm foundation for literacy? What research supports current best practices?

Strand 9 (cont.) This session lays the groundwork for understanding the reading process, and how that translates into practical classroom application in beginning reading instruction. Participants leave this session understanding how the neural pathways for reading are formed, what “systematic, explicit instruction” really means, and how to implement evidence- and standards-based strategies for developing children’s phonological and phonemic awareness, alphabet and print knowledge, phonics, fluency, vocabulary and comprehension in ways that build enthusiasm and motivation for learning to read and write.

Learning Outcomes – This workshop will provide opportunities for the participants to explore:

- contemporary research findings, including those from neuroscience, regarding how to build the reading brain.
- appropriate practices which exemplify key instructional principles of research;
- ways to provide multi-modal, integrated learning experiences to meet the diverse needs of students.
- how to incorporate the five essential elements of reading instruction into the Pre-K/K classroom in meaningful, developmentally-appropriate ways.

Sunday - Half Day Topical Sessions

- Most topics are the same for both the afternoon and morning sessions.
- Topics 2, 9 and 10 have different morning and afternoon sessions or target audiences.
- The afternoon sessions are optional. However:
 - If you would like to enroll in the credit class you must attend sessions in the morning and the afternoon,
 - Anchorage School District staff who are eligible for the conference addenda must attend both Sunday sessions.

Topic 1

Effective Formative Assessment

Presenter: Lexie Domaradzki

Target Audience: K-12 educators

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. This session will focus on effective formative assessment practices that assist educators in providing descriptive feedback to students, guiding decisions for reteaching, and determining who needs further practice on a concept or skill.

Topic 2 - AM only

Intro to Activators: Strategies for Engaging Middle and High School Students

Presenter: Nicole Frazier

Target Audience: Middle and high School teachers, instructional coaches and support staff, especially new teachers

Activators are learning strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement to deepen students' learning and support academic achievement. In this highly interactive workshop, participants will experience a variety of Activators and explore the ways Activators support students with making meaning of what they are learning while practicing academic behaviors and positive social and emotional competencies. While some of the activators might be familiar to the seasoned teacher, the emphasis on how to effectively facilitate Activators with adolescent learners is fresh and insightful. This session is designed to support teachers with developing a plan to integrate one or more Activators into their instruction. Participants will receive a copy of *Activators: Classroom Strategies for Engaging Middle and High School Students*.

Topic 2 - PM only

Assessing Growth: Strategies, Systems and Tools for Formative Assessment

Presenter: Nicole Frazier

Target Audience: Middle and high School teachers, instructional coaches and support staff, especially new teachers

Formative assessment is real-time, reciprocal student-teacher feedback that a) enables teachers to assess students' skill acquisition and understanding, b) adjust and differentiate instruction according to learning needs, and c) provide feedback that supports students to close learning gaps and correct errors and misunderstandings in order to successfully meet learning outcomes. Participants of this highly interactive session will explore best practices, strategies, systems, and tools for assessing student learning and growth to maximize student achievement. This session is designed to support teachers with developing an individualized plan for consistently and systematically implementing formative assessment tools and processes in their classroom.

Topic 3

Teaching Foundational Writing Skills: Handwriting and Spelling

Presenter: Louisa Moats

Target Audience: Anyone who teaches handwriting and spelling or who uses spelling and writing in diagnostic assessment.

Spelling and letter formation difficulties characterize most students with dyslexia and poor written expression. Learning to write by hand and spell are critical underpinnings for higher level composition. Good instruction is based on an understanding of how children learn to write and spell; why certain aspects of spelling are difficult; and how we can make sense of a complex alphabetic writing system to improve the skills of our students.

Outcomes – Participants will (1) learn the basics of teaching letter formation; (2) become more skilled at interpreting students' spelling errors, (3) understand the importance of a good scope and sequence for building spelling skill, and (4) learn teaching strategies that make sense of English orthography for students who do not remember just by looking at words.

Topic 4

Responding to Misbehavior: Tier II Interventions for Challenging Students

Presenter: Tricia Skyles

Target Audience: Grade K-12 educators, especially general and special education teachers and teams who work with Tier II students.

Participants will be introduced to the characteristics of today's "tough kid," with a comparison of Tier I versus Tier II needs students. Drawing on the works of Bill Jensen and Randy Sprick, this session will focus on effective techniques, strategies, and interventions to motivate kids who are noncompliant and often disruptive to the learning environment. Learn how to use the Interventions resource, as well as be introduced to interventions specific to working with a highly disruptive student, managing physically dangerous behavior, and dealing with emotional escalation. Participants will also be introduced to the concept of Connections, a highly effective check-in/ check-out procedure.

Learning Objectives:

- Compare Tier I versus Tier II students on the campus
- Practice a strategy for working with students who are non-compliant
- Understand how to utilize the Interventions resource
- Identify key techniques for addressing highly disruptive students, managing physically dangerous behavior, and dealing with emotional escalation
- Identify key characteristics of an effective check-in/ check-out procedure

Topic 5

Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction

Presenter: Karen Karp

Target Audience: Grade 1-5 educators

This session will consider how to use multiple representations and a variety of strategies for teaching number and operations – both with whole numbers and fractions. There will be an emphasis on the use of problem structures for contextual problems including solving word problems and developing reasoning and sense making. The focus will be on student-centered instruction rather than on “teaching as telling.”

Topic 6

RTI in Secondary Schools

Presenter: Dean Richards

Target Audience: Grades 9-12 educators

Response to Intervention has a different look in secondary schools. During this presentation we will examine the key features of a Multi-tiered System of Support including a coordinated literacy plan, early warning system, and systems of interventions. Participants should be prepared to discuss how data-based decision making may effect the resources of the school, including scheduling, funding, and teacher assignments.

Topic 7-AM ONLY

Getting Them All Engaged: Inclusive Active Participation

Presenter: Anita Archer

Target Audience: Grade K-12 educators

Do you have students who are not attending or participating during your lessons? In this session, Dr. Archer will present research-validated procedures for actively involving ALL students in instruction including the use of verbal responses (e.g., choral, partner, team, and individual), written responses (e.g., response slates and response cards), and action responses (e.g., acting out, gestures, hand signals). In addition procedures for involving all students in the reading of classroom materials will be presented. Procedures will be explained, demonstrated, and practiced. Examples will represent a variety of courses and age levels.

Topic 7- PM ONLY

Engaged Students, Effective Learning: Leveraging SEL for Student Success

Presenter: Ann McKay Bryson, SEL Professional Development Specialist

Target Audience: Grade K-12 educators

Social Emotional Learning (SEL) promotes young people’s academic success, engagement, good behavior, cooperation with others, problem-solving abilities, health, and well being, while also preventing a variety of problems such as truancy, alcohol and drug use, bullying, and violence. Join your colleagues from around the state for this interactive opportunity to build common language and understanding about social and emotional learning; explore effective strategies for integrating SEL skills throughout the school day; make connections with your current work; and engage in dialogue highlighting equity as an essential lens in developing and sustaining our vital work with young people and the adults who help to educate them.

Topic 8

Teaching Math Standards in a Multi-Grade Classroom

Presenters: Sharon Azar and Bobbi Jo Erb

Target Audience: Multi-grade classroom teachers and support staff

This session is designed for teachers who are, or who will be teaching Math in multi-grade classrooms. As a teacher in a multi-grade classroom, you can face a different set of challenges and constraints than in a single grade setting. Because of several factors, including the presence of several learning levels in each grade represented within the class, multi-grade teaching requires emphasis on certain skills and strategies to set the stage for success. This session will focus on an in-depth look at providing multi-tiered supports within the multi-grade class.

The training will be divided in following 7 components:

Component 1: Review of the Research on Multi-grade Instruction

Component 2: Classroom Organization

Component 3: Classroom Management and Discipline

Component 4: Instructional Organization, Curriculum, and Evaluation

Component 5: Instructional Delivery and Grouping

Component 6: Self-Directed Learning

Component 7: Planning and Using Peer Tutoring

Topic 9 - AM only

Can We Talk? Building Communication and Language Reasoning in Pre-K Through Grade One

Presenter: Kathy Barclay

Target Audience: Pre-K through Grade 1 teachers, reading specialists, curriculum coordinators and administrators

As teachers of children in preschool through grade one, we need to ask: Are we paying enough attention to children's language? Increasing numbers of children are entering school lacking the language and reasoning skills necessary for literacy learning and future academic success. What is the connection between children's language and thought? What language abilities are critical for early literacy development? What types of environments and instructional opportunities best support the development of language and reasoning skills? Join us as we explore these and other issues related to building communication and language reasoning in children ages 3 through 6.

Learning Outcomes – This interactive workshop will provide opportunities for participants to:

- (1) analyze children's ability to use language for a variety of purposes;
- (2) examine ways to informally assess young children's oral language abilities that underlie reading and writing;
- (3) consider ways to use assessment information to strengthen children's oral language and communication skills;
- (4) determine changes that may be needed in the physical environment to better support children's language and reasoning skills; and
- (5) explore teaching strategies to promote young children's language and reasoning skills.

Topic 9 - PM only

Using Nonfiction Literature with Young Children: Best Books, Best Practices

Presenter: Kathy Barclay

Target Audience: Pre-K through Grade 2 teachers, reading specialists, curriculum coordinators and administrators

Why? How? What? When? Young children ask seemingly endless questions about their world and want and deserve satisfying answers. Nationwide, new standards emphasize the need for using a balance of fiction and nonfiction literature with children of all ages. During the pre-K-2 years good nonfiction text helps us model for students how to navigate, read, and learn from texts in this often neglected genre. There's a lot of nonfiction text on the market, but not all nonfiction is created equal. In this hands-on workshop, you will learn specifically what to look for to evaluate the appeal, format, and accuracy of nonfiction texts, and strategies for using these to help your students meet the new standards for reading informational literature.

Learning Outcomes – In this interactive workshop participants will:

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Register online at www.asdn.org (Revised 1/12/16)

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- (1) examine criteria for selecting high quality nonfiction books;
- (2) explore a wide selection of nonfiction books for children in the early grades; and
- (3) discuss effective ways to use informational text books to help young children meet the new standards for reading informational text.

Topic 10 - AM only NEW SESSION as of 12/14/15

The Journey to Culturally Proficient Schools (School Leaders)

Presenters: Gerry Briscoe and Marianne Dobbs

Target Audience: School leaders

This session will provide effective tools for school leaders to use in leading staff to develop introspective skills and to become aware of strengths as well as barriers in becoming a culturally proficient school. Explore strategies to make the changes required to be responsive in your practices with your community and school and learn how to become a culturally proficient leader.

CANCELED: Using AMP to Adjust Instruction (School Leaders)

Topic 10 - PM only NEW SESSION as of 12/14/15

The Journey to Culturally Proficient Classrooms (Teachers)

Presenters: Gerry Briscoe and Marianne Dobbs

Target Audience: Grade K-12 educators

Cultural responsiveness is what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students. This session will provide effective tools to develop introspective skills and become fully aware of one's strengths as well as barriers to becoming culturally proficient. You will begin to look inward to make the changes required to be responsive in your teaching to your students.

CANCELED: Using AMP to Adjust Instruction (Teachers)