

## Join other teachers at a DSEA Response to Intervention Symposium

**A**braham is one of our best-kept secrets. An expert in "Response to Intervention," also known as RTI, he has been talking to DSEA leaders about the NEA Cadre of members around the country who will come help their colleagues with various issues related to special education.



**Jones**

In fact, Jones' thesis was on RTI and he is a member of the national, NEA IDEA Resource Cadre. His expertise lies in differentiated instruction, and he will be leading that particular breakout session.

These NEA Cadre members are selected and specially trained by NEA to conduct workshops on topics related to special needs. This cadre includes up to 30 NEA members representing the diversity of NEA's membership. Currently, they offer 14 different titles, including "Response to Intervention" (RTI), "The Puzzle of Autism," "Truth in Labeling: Disproportionality," "The Road to Success" (an overview of the early intervening process, IDEA, and Section 504), "Differentiated Instruction," and "Universal Design for Learning"(UDL).

The session on Early Childhood Math and Science Strategies is new and will see its national debut at our Feb. 6 symposium.

Jones goes around the country as a trainer for colleagues in other states but this time is proud to bring them here, to Delaware. Jones is a special education teacher at Keene Elementary School in Christina and a member of the DSEA Executive Board. His Cadre colleagues are coming to Delaware to deliver the sessions.

We are very happy to also welcome back to Delaware **Dr. Patti Ralabate, NEA's expert on IDEA, RTI and other issues related to special needs education.** She can answer your questions about what the law really says, what makes RTI work well and what can cause it to derail.

*Questions? Contact **Debbie Stevens**, DSEA's director of instructional advocacy, at 1-866-734-5834 or by e-mail at [Deborah.Stevens@dsea.org](mailto:Deborah.Stevens@dsea.org).*

## You are invited to an RTI Symposium Saturday, February 6, 2010 Dover Downs Conference Center

Sponsored by DSEA and the DE Dept. of Education

Register  
online at  
[www.dsea.org](http://www.dsea.org).

<b>8:00</b>	<b>Check-in</b>
<b>9:00 – 9:15</b>	<b>Welcome</b>
<b>9:15 – 10:30</b>	<b>Panel Creating Capacity for RTI</b> National Speaker Dr. Connie W. Kieffer (Wilmington University) Dr. Michael Stetter (Delaware DOE) Dr. Cristy Greaves (Laurel School District)
<b>10:30 – 10:45</b>	<b>Break</b>
<b>10:45 – 12:15</b>	<b>Breakouts - choose one</b>

**Progress Monitoring – June Lucas Zillich**, (*National Association of School Psychologists & National Education Association*), *Specialist- Bilingual School Psychologist, Rockville, MD, Participant, IDEA Partnership Member, Disproportionality Steering Committee Member, Project Team addressing Tiered Service Delivery and Professional Development, Team member/writer RTI Component for the NEA/AFT/INASP RTI Academy*

Ongoing assessment of student skills is an essential element of an effective RTI process. Progress Monitoring is used at each level of RTI to assess academic performance and the effectiveness of positive behavioral supports and interventions. During this session, universal screening, curricular based measurements, and progress monitoring will be defined and examples will be presented.

**Data Driven Decision Making: a national perspective – Ron Benner**, *Member of the "NEA IDEA Resource Cadre", a school psychologist working in Bridgeport, CT. He has been involved in special education for the past 41 years, with the first 16 1/2 years as a special education teacher. He has been active both in the NEA, CEA and local level education associations. He is involved with the NEA Caucus - "Caucus for Educators of Exceptional Children (NEA-CEEC) and is very active in the National Association of School Psychologists. In addition to certification as a school psychologist Ron is certified as special education teacher, a counselor and an administrator.*

Making decisions based on data is critical to ensuring instruction and interventions are appropriate to meet the needs of each and all students, individually and in groups. A problem-solving approach which includes problem identification, problem analysis, plan implementation, and plan evaluation; and is sensitive to individual student differences is critical to an effective RTI process. In this session, processes and examples of data-based decision making within an RTI process will be discussed.

### Staff Alignment and Interventions

This program features best practices in a number of the districts in Delaware.

### Early Childhood Math and Science Strategies – NEA RTI Cadre Members

Teaching science and mathematics in the primary classroom can be a whole lot of fun. But, where to start and how do you organize the students and the materials for an effective hands-on science or mathematics lesson? NEA and WGBH/PBS have partnered to bring WGBH's unique programming to primary classrooms. This session will allow participants to engage in a WGBH program—PEEP (a primary hands-on science program that integrates reading and mathematics.)

### Nurturing Leadership: The Role of Leaders in Implementing RTI – Albert DuPont, principal, Montgomery County, MD

The role of school leadership has traditionally been set aside for those that held a certain position such as a principal. With the advent of RTI, leadership has expanded beyond the main office. All members of a school community have a right and a responsibility to be leaders. The presentation will focus on the importance of all members of a school community being a leader in implementing RTI. Participants will examine different views of leadership and practical ways that they can become a leader in the school.

### Differentiated Instruction: Meeting the Instructional Needs of Diverse Classrooms – Dr. Abraham Jones, NEA RTI Cadre, Christina Special Education Teacher

Differentiation is a process teachers use to enhance student learning by improving the match between a small group of learners' unique characteristics and various curriculum components. Differentiation, as an instructional strategy for addressing student differences, has been part of many teachers' curriculum for more than 100 years. The most effective and efficient differentiation practices involve proactive changes in the depth or breadth of student learning.

### Tier 2 and Tier 3 Implementation.

This program features best practices in a number of the districts in Delaware.

<b>12:15 – 1:15</b>	<b>Lunch</b> Keynote: Dr. Patti Ralabate, NEA RTI as a Transformational Initiative
<b>1:30 – 3:00</b>	<b>Breakouts repeat - choose one</b>
<b>3:00</b>	<b>Closing</b>