

**Response to Intervention (RtI)
Symposium:**

**RtI: Making the Connection
with Higher Education**



RESPONSE to INTERVENTION

**James Madison University
Memorial Hall
Harrisonburg, Virginia**

October 28, 2011

Sponsored by the Virginia Department of Education, Office of Student Services

Friday, October 28, 2011

8:00 am – 9:00 am **Registration** Memorial Hall Auditorium
Continental Breakfast

9:00 am – 9:15 am **Opening Plenary Session** Memorial Hall Auditorium

Welcome: **Dr. Cynthia A. Cave**, Director
Office of Student Services
Virginia Department of Education

Dr. Phil Wishon, Dean of the College of Education
James Madison University

9:15 am – 10:45 am **Rtl for Teacher Educators: A Call to Action**
Dr. Barbara Marinak, Associate Professor
Co-Chair, Rtl Task Force of the International Reading Association
barbara.marinak@gmail.com

10:45 am – 11:00 am **Break**

11:00 am – 11:45 am **Plenary Session**
What's Happening in Virginia School Divisions Regarding Rtl?
Dr. Cynthia A. Cave
Steve Hale, VA Rtl Consultant/Coach
Regina Pierce, VA Rtl Consultant/Coach

11:45 am – 12:30 pm **Lunch** Rooms 3115, 3140 & 3150

12:30 pm – 1:30 pm **Break Out Sessions**

Room 3115

**Collaboration, Comfort Level and College Faculty:
Rtl Involvement in Higher Education**

Dr. Valerie J. Robnolt, Virginia Commonwealth University
Dr. Jennifer Jones, Radford University
Dr. Jodi Welsch, Frostburg State University
Dr. Katherine Dougherty-Stahl, New York University
Dr. Latisha Hayes, University of Virginia
Dr. Kevin Flanigan, Westchester State University
Dr. Sharon Green, Independent Consultant

Response to Intervention (Rtl) is a problem-solving framework used to assess, identify, instruct and monitor students' progress in an effort to address students' needs based upon data-driven decision making. States and school districts approach adoption and implementation of the Rtl process in various ways. Key to successful implementation of Rtl is collaboration among various stakeholders in the change process. Stakeholders often include state-level Department of Education staff, college faculty, district- and school-level leadership, specialized school faculty, such as special educators, school psychologists and reading specialists, as well as classroom teachers and parents. This session highlights our research exploring the comfort level and collaboration efforts among college faculty in regard to Response to Intervention (Rtl). Participants included faculty from various disciplines, including Special Education & Reading Education faculty from public and private institutions in Virginia, Maryland, New York, Pennsylvania and New Jersey.

Friday, October 28, 2011

Room 3140

Rtl in the Intermediate Grades: Teaching for Achievement in Two Urban Schools

Dr. Eric Mesmer, Radford University

Dr. Jennifer Jones

Dr. Heidi Anne Mesmer, Virginia Tech

This session highlights collaboration components and results of two years of an Rtl implementation framework among grades 3-5 in two urban elementary schools. Three initiatives were used to ensure lasting effects on classroom instruction within the project: 1) collection of reading assessment data and using the data to inform instruction; 2) content reading professional development cycles and 3) support mechanisms to facilitate change. Our presentation will detail each of these initiatives, including results in school and teacher change, as well as student achievement.

Room 3150

A Model of Professional Development for Rtl

Dr. Allison Graves Kretlow

This session will focus on a series of studies examining the impact of an inservice plus side-by-side coaching model on K-5 teachers' use of evidence-based practices in reading. Thirty teachers, across two studies, participated in year long, intensive multi-day inservices plus a side-by-side coaching protocol. Inservice sessions focused on deepening teachers' content and pedagogical knowledge related to teaching students in Tier 1, as well as strategies for struggling readers, and progress monitoring using curriculum-based measurement. Single-subject and factorial designs were used to examine the impact of the professional development package on teachers' delivery of targeted content, scaffolding, student engagement, as well as student outcomes. Data on the effectiveness of the model as a whole, as well as individual components of professional development will be shared.

1:35 pm – 2:35 pm

Transforming our Practice: Co-Placement, Co-Teaching, Co-Laboration

School of Teacher Education and Leadership, Radford University

Dr. Kenna Colley, Special Education Program Area

Dr. Dana Rose, Elementary Education Program Area

Dr. Katie Hilden-Clouse, Literacy Education Program Area

Dr. Holly Robbins, Elementary Education Program Area

Dr. Brooke Blanks, Special Education Program Area

Dr. Liz Altieri, Special Education Program Area

Elementary and special education and literacy education faculty at Radford University will describe the transformation of their practice and share what they have learned from five years of implementation of a collaborative co-planning and co-teaching model for preparing teachers who work together to ensure the academic success of all children. New structures and strategies will also be shared with an emphasis on the collaborative reading tutoring model.

2:35 am – 2:50 am

Break

2:50 pm – 3:40 pm

Plenary Session

Memorial Hall Auditorium

Infusing Rtl for Preservice and Inservice Teachers through University-School Partnerships

Dr. Barbara Marinak

Dr. Allison Graves Kretlow

Dr. Valerie J. Robnolt

continued on back

An important aspect of RtI is the way in which intervention is being delivered at Tier 2 and Tier 3. The presenters in this section will share the ways that their universities are partnering with local school divisions to provide instruction for students at Tier 2 and Tier 3. Participants will be encouraged to think about the way they can forge these types of partnerships.

3:40 pm

Adjourn: Dr. Cynthia A. Cave



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