



# KANSAS MULTI-TIER SYSTEM OF SUPPORTS SYMPOSIUM

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September 10-11, 2009

Hyatt Regency Wichita  
Wichita, Kansas

**Note: The Participant Book Room will be open Thursday, September 10 only during conference hours in the Osage Room.**

**Note: Vendors will be displaying during conference hours in the reception area.**

## AGENDA

## THURSDAY, SEPTEMBER 10

- 7:00 – 8:30**                      **Registration/Continental Breakfast**  
*Willow Room and Reception Area*
- 8:30 – 9:00**                      **Welcome/ Opening Remarks** *TBD*  
*Redbud A/B/C Rooms*
- 9:00 – 10:00**                      **General Session I**  
**The Six Secrets of Change: MTSS-Based Leadership Does Make a Difference!**  
*Redbud A/B/C Rooms* *Steve Kukic*  
*Kansas arguably has the best structure for realizing the potential of RtI in the country. MTSS provides the comprehensive, systems approach essential to improving outcomes for all students. MTSS includes and demands proactive leadership. This leadership is premised on realizing the potential of the Fullan's six secrets of change. With collaborative leadership, we CAN succeed!*
- 10:00 – 10:15**                      **Break**
- 10:15 – 11:45**                      **Concurrent Sessions I**
- A. From Rhetoric to Action: Making the Tough Decisions to Use MTSS to Achieve Extraordinary Results** *Steve Kukic*  
*Redbud A/B Rooms*  
*OK! We have it. MTSS is the work. The principles are clear. The structure is clear. How do we achieve a real breakthrough with MTSS? We need a bridge between the rhetoric and the promise of MTSS.*

**B. Defining Appropriate Math Intervention: Placement and Content K–3**

Redbud C Room

*Michele Douglass*

*Mathematics performance improves when students are appropriately placed into intervention that focuses on the critical concepts that are the building blocks for continued achievement. Through hands-on activities, participants will learn about placement criteria and instructional strategies that help students build procedural fluency and conceptual understanding.*

**C. Putting the Phun in Phonics**

*Joan Moore*

Cedar Room

*Presenters will share flow of decision making to best match students' need to effective instruction for phonics. Examples of using data for the assessment, instruction, and progress monitoring loop will be shown for primary and intermediate elementary levels. Participants will be actively involved during the session with discussion and hands-on activities. Presenters will share practical approaches for "plugging holes" and closing the gaps for struggling readers at the elementary level.*

**D. Building School-Family Partnerships to Support Student Success**

Oak Room

*Jane Groff*

*Research over the last 30 years reveals that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. This session will discuss the National PTA Standards for Parent Involvement that have been endorsed by the KSBE. These standards identify what factors are effective components of high-quality family involvement and how to incorporate families in their child's learning process. In addition to the National PTA Standards, other tools to help build and measure family involvement will be shared.*

**E. Positive Behavior Supports: Our Journey to Tier Three**

Walnut Room

*Lea Ann Pasquale*

*This session will address the MTSS social learning process, driven through Positive Behavior Supports, in two Shawnee Mission Middle Schools. Teachers from these schools will walk the audience through their "implementation journey" to Tier 3. They will share data through the 3-year process as well as the strategies implemented at each tier.*

**F. Precise RtI Planning for Elementary Schools: Finding Your Best Fit**

Maple Room

Joanne Allain

*Elementary schools are often left to fend for themselves to interpret RtI research and apply it to their unique situation. However, RtI is not a one size fits all “program”. Through discussion and activity, this session will guide school teams to develop and/or refine precise RtI implementation plans that are manageable and customized to fit each individual school.*

**G. Teach Them All to Read: Creating Successful Adolescent Readers**

Cyprus A Room

Debra Berlin

*Teaching secondary students how to read, how to analyze and evaluate text and how to think as they read critical for secondary school success. This session will explore what all teachers and schools should know and can do during the secondary years to help raise reading achievement for all learners including special needs students and ELL learners. Participants will learn how to create a school-wide literacy plan, based on researched best instructional practices, student data, standards and an instructional focus.*

**H. Strategies for Managing Challenging Students in Classroom Settings**

Birch Room

Terry Scott

*This session presents an overview of effective classroom management from a positive behavior support (PBS) perspective. Special attention is paid to how behavior management strategies in the classroom can translate into student academic achievement. A range of strategies will be discussed and video examples presented.*

**11:45 – 1:00**

**Lunch (Served on-site)**

Eagle Ballrooms

**1:00 – 2:15**

**General Session II**

**A Comprehensive RtI Model: Integrating Behavioral and Academic Interventions**

Redbud A/B/C Rooms

Cara Shores

*Researchers have shown that Multi-tiered Systems of Support are most effective when academic and behavioral interventions are integrated into one seamless process. However, even in schools where both types of interventions are available, they are often implemented as separate processes. In this session, Cara will tie behavioral and academic processes into one seamless framework designed to raise achievement and promote positive behavior.*

**2:15 – 2:30**

**Break**

**Concurrent Sessions II**

**I. Universal Screening and Progress Monitoring in Grades K-8**

*Redbud A/B Rooms*

*Cara Shores*

*In this session, the presenter will discuss the use of assessment to guide decision-making in reading, math, and behavioral interventions. Examples will be included for grades K–5.*

**J. Defining Appropriate Math Intervention: Placement and Content K-3**

*Redbud C Room*

*Michele Douglass*

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**K. MTSS at Junction City High School: Why We Implemented It and the Results We are Seeing**

*Cedar Room*

*Stanley Dodds*

*This session will describe the demographics and academic structure of JCHS, how MTSS fits in to the larger system and the on-going adaptations to the MTSS process.*

**L. Fidelity in the Implementation of the MTSS Model**

*Oak Room*

*Melinda McKnight,  
Sara Prewett and Christy Kahn*

*This session will provide an understanding of fidelity and its importance at multiple levels, an understanding of how fidelity fits into MTSS—specifically at the classroom level, and knowledge about how to assess fidelity within your school.*

**M. How a Model of Support Can Address All Learners: A Tale of Two Schools**

*Walnut Room*

*Dawn Miller*

*This session will describe how a district protocol for MTSS can be tailored by each building to address their own unique needs. Building leadership from two schools will share how they have tailored the model of support to meet the needs of their learners and outcomes associated with their efforts. They will share the basic protocol and structures to support ongoing staff development and support. The leadership from Brookwood Elementary will share their early efforts to create the model of support around high ability students.*

**N. Precise RtI Planning for Middle/High Schools: Finding Your Best Fit**

Maple Room

Joanne Allain

*Most RtI research has been done at the K-2 level. The challenge for Middle and High School is to take the spirit of that research and develop implementation plans that consider the middle/high school students, teachers, administrators, school structure and requirements. Each plan must be specific to the school that implements it. Through discussion and activity, this session will guide school teams to develop RtI implementation plans that are manageable and customized to fit each individual school.*

**O. Teach Them All to Read: Creating Successful Adolescent Readers**

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*Teaching secondary students how to read, how to analyze and evaluate text and how to think as they read critical for secondary school success. This session will explore what all teachers and schools should know and can do during the secondary years to help raise reading achievement for all learners including special needs students and ELL learners. Participants will learn how to create a school-wide literacy plan, based on researched best instructional practices, student data, standards and an instructional focus.*

**P. Strategies for Managing Challenging Students in Classroom Settings**

Birch Room

Terry Scott

*This session presents an overview of effective classroom management from a positive behavior support (PBS) perspective. Special attention is paid to how behavior management strategies in the classroom can translate into student academic achievement. A range of strategies will be discussed and video examples presented.*

4:00

**Day One Concludes**



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## AGENDA

## FRIDAY, SEPTEMBER 11

7:30 – 8:30

**Registration/Continental Breakfast**

*Willow Room and Reception Area*

8:30 – 10:00

**Concurrent Sessions III**

**Q. Creating Meaningful Vocabulary Instruction**

*Redbud A Room*

*Debra Berlin*

*Selecting appropriate vocabulary words, providing quality practice of those words, and using effective strategies is a key to increasing reading achievement. This session will focus on the most current research on what it takes for teachers to help students develop a meaningful working vocabulary and use it!*

**R. Precise RtI Planning for Elementary Schools: Finding Your Best Fit**

*Redbud B Room*

*Joanne Allain*

*Elementary schools are often left to fend for themselves to interpret RtI research and apply it to their unique situation. However, RtI is not a one size fits all “program”. Through discussion and activity, this session will guide school teams to develop and/or refine precise RtI implementation plans that are manageable and customized to fit each individual school.*

**S. Strategies for Managing Challenging Students in Classroom Settings**

*Redbud C Room*

*Terry Scott*

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## **T. Tools for the MTSS Journey**

*Cedar Room*

*Terri Kimball*

*Having the correct leadership team membership, a plan for communication, teacher engagement, and job-embedded professional development are critical considerations for schools on the MTSS journey. Come learn ways to establish an effective leadership team and how to engage staff in team building, collaboration, consensus building, and problem solving. The activities shared can be used with any initiative but will be embedded in the MTSS framework to give schools a jump start for future Structuring training. The presenters are KSDE-recognized MTSS Facilitators and have worked with schools in Structuring and Implementation for MTSS.*

## **U. Strengthening the Core: The “How, What, and Why “of Explicit and Effective Instruction**

*Oak Room*

*Lori Jensen*

*How can you strengthen the core instruction in your MTSS model? Research shows that effective teachers need a methodology when planning and presenting a lesson. Lori and Nancy will guide you through the steps of Effective and Explicit Teaching as first identified by Madeline Hunter. Strategies will be provided for working through an entire lesson—from planning, implementation, assessment, and review.*

## **V. Use of Reading Specialists for a Reading Comprehension Strategy Instruction at All Levels of MTSS**

*Walnut Room*

*Karla Reed*

*MTSS calls for the efficient use of resources in buildings. The reading specialist is in a key role not only for providing high quality reading instruction for students identified for intervention, but to model and influence instruction in Tier I and to assist with the diagnostic assessment process when progress is unsatisfactory. This session highlights a three district collaborative aimed at sharing and shaping comprehension strategy instruction at all three tiers and sharing efforts at developing a needed assessment process that allows for the customization of strategy instruction for those students whose progress is inadequate.*

## **W. Yes, We Can and MUST Solve the Dropout Disaster**

*Maple Room*

*Steve Kukic*

*We are losing thousands of students each year, and communities must develop strategies to overcome this national emergency. Participants will leave this session with proven, practical tools to keep students in school and increase their achievement.*

## **X. The Power of Multiple Strategies in Mathematics in Grades 4–8**

*Cyprus A Room*

*Michele Douglass*

*This session focuses on the importance of identifying student misconceptions, the difference between accommodations and instructional strategies, and how “shortcuts” and tricks often create more confusion and misunderstanding. Numerous hands-on activities will be presented, and participants will discuss various alternative strategies that empower students to be successful in higher mathematics. Participants will gain a deeper understanding of the critical importance of foundational skills necessary for higher-level mathematics.*

## **Y. Universal Screening and Progress Monitoring in Grades 6–12**

*Cara Shores*

*Birch Room*

*In this session, the presenter will discuss the use of assessment to guide decision-making in reading, math, and behavioral intervention. Examples will be included for grades 9–12.*

**10:00 – 10:15**

**Break**

**10:15 – 11:30**

**Concurrent Sessions IV**

## **Z. Teach Them to Read: Creating Successful Elementary School Readers**

*Redbud A Room*

*Debra Berlin*

*Teaching children to read and read well is critical for our students’ success. This session will explore what all teachers and schools should know and can do during the elementary years to help raise reading achievement for all learners including special needs students and ELL learners. Participants will learn how to create a school-wide literacy plan, based on researched best instructional practices, student data, standards and an instructional focus.*

## **AA. Precise RtI Planning for Middle/High Schools: Finding Your Best Fit**

*Redbud B Room*

*Joanne Allain*

*Most RtI research has been done at the K-2 level. The challenge for Middle and High School is to take the spirit of that research and develop implementation plans that consider the middle/high school students, teachers, administrators, school structure and requirements. Each plan must be specific to the school that implements it. Through discussion and activity, this session will guide school teams to develop RtI implementation plans that are manageable and customized to fit each individual school.*

**BB. Strategies for Managing Challenging Students in Classroom Settings**

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**CC. Ready or Not? Is Your School Ready For The MTSS Implementation Process?**

Cedar Room

Sharon Bechtel

*During this session, schools that have been through the MTSS Structuring Process will be able to discover and decide if they are ready to start through the MTSS Implementation Phase or not.*

**DD. Squeezing Learning into Every Minute**

Oak Room

Pam Leiker

*Severy Elementary squeezes learning aligned to state standards into every minute of the school day. This session presents many activities that are easily implemented to support vocabulary development, reading fluency, and math concepts. These are ongoing filler activities and programs that support relentless teaching without being relentless.*

**EE. Intervention Design: Using the Hierarchy of the Big Ideas in Reading**

Walnut Room

Vera Beach

*Participants will be asked to think in terms of the hierarchy of the five areas of reading as identified by the National Reading Panel 2000. Within each of the “Big 5 Ideas,” instruction should be focused on the lowest level needed by each student. The areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension will be presented and levels of difficulty in each will be highlighted. A variety of intervention ideas will be discussed.*

**FF. We Can Solve the Dropout Crisis**

Maple Room

Steve Kukic

*We are losing thousands of students each year, and communities must develop strategies to overcome this national emergency. Participants will leave this session with proven, practical tools to keep students in school and increase their achievement.*

**GG. Improving Instruction to Close the Achievement Gap in Math Grades 3–12**

*Cyprus A Room*

*Michele Douglass*

*In this presentation, participants will learn key elements to address the needs of low-achieving students in mathematics. The importance of the curricula and instructional strategies will be modeled in conjunction with research that supports the improvement of mathematics instruction for all learners. Systemic strategies will be shared and hands-on activities will be modeled.*

**HH. Universal Screening and Progress Monitoring in Grades K-8**

*Birch Room*

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*In this session, the presenter will discuss the use of assessment to guide decision-making in reading, math, and behavioral intervention. Examples will be included for grades K–5.*

**11:30 – 12:45**

**Lunch (Served on-site)**

*Eagle Ballrooms*

**12:45 – 2:15**

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**LL. MEAC: An Equity Approach**

Cedar Room

Katherine Sprott

*This session will address the type of services available to schools and districts in the state of Kansas. Professional development, technical assistance and information dissemination are offered at the request of the public schools districts, charter schools and magnet schools. The MEAC staff provides a variety of services including workshops, seminars, and conferences in relation to closing the achievement gap and viewing the RTI process through an equity perspective.*

**MM. Math Interventions**

Walnut Room

Kelli O'Neal-Hixson

*Mathematics instructional decisions are closely linked with the identified curriculum and assessments. Decisions regarding the methods, strategies, and techniques are influenced by content standards, curricular materials, and assessment results. However, instructional methods, strategies, and techniques can also be applied or adapted to various content and materials. It is the purpose of this presentation to identify at least some of those identified by research and provide examples of how they can be applied to various curricular content/materials.*

**NN. From Rhetoric to Action: Making the Tough Decisions to Use MTSS to Achieve Extraordinary Results**

Maple Room

Steve Kukic

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**PP. Be Informed—To Transform—So Students Perform**

*Birch Room*

*Mark McBeth*

*How teachers teach is just as important as the curriculum they teach and the summative results they attain with students. Explore ways teachers can use classroom formative assessment data to inform instructional practice, plan for interventions, and most of all, assess student learning. Discover the correlation of rigor, relevance, relationships, and results in association with your classroom formative exams. Learn from two perspectives: a middle school Math teacher and a school administrator/consultant. Participants will be engaged within an interactive technology-rich lecture and Q & A.*

**2:15**

**Symposium Adjourns**