

2013
Kansas Multi-Tier
System of Supports
Symposium
AGENDA



SEPTEMBER 4-6, 2013
HYATT REGENCY, WICHITA, KANSAS

www.kansasmtss.org





Early Childhood, Special Education and Title Services (ECSETS)

Kansas Multi-Tier System of Supports Symposium



September 5–6, 2013

Pre-conference September 4, 2013

Hyatt Regency, Wichita, Kansas

Pre-Conference: Wednesday—September 4, 2013

10:00 – 4:30	Universal Design for Learning and Technology: A Powerful Partnership Providing Access to the Curriculum <i>Dave Hohulin</i>	Redbud B
	<p>Traditional instructional tools and methods are relatively inflexible. For example, they provide limited means of presenting information, offer inadequate options for engaging students in the learning process, and are often rigid in the options available for students to share their understanding. Therefore, only students that can fully utilize those instructional tools and methods are able to access the curriculum. Technology offers educators the flexibility to address each of these challenges and better meet the needs of every learner. This presentation will share simple, free, practical technology resources that will address each principle of UDL and offer participants a hands-on opportunity to utilize these tools. So that participants can fully participate everyone is encouraged to bring their own laptop (not all of the resources are iPad compatible).</p>	
10:00 – 4:30	Tier III Reading Interventions <i>Kansas MTSS Project</i>	Redbud C
	<p>This training is for teachers who provide intensive reading instruction to students needing intensive support in grades K-12. Special education teachers, general education teachers, reading specialists, and instructional coaches who are interested in scientifically-based interventions are encouraged to attend. The training focuses on instructional strategies that benefit students who have the most intensive needs in reading and who receive Tier III support. Participants will learn how these intensive strategies can be integrated into core instruction as well as how to create lessons that are accessible to students with significant learning needs in reading.</p>	
12:00 – 1:00	Lunch	Cypress AB
2:30 – 2:45	Break	



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Hyatt Regency, Wichita, Kansas

Thursday—September 5, 2013

7:00 – 8:30	Registration & Continental Breakfast	Ballroom Foyer
<p>Concurrent Sessions 8:30 – 11:30</p>	<p>A. Reading Foundation Skill: Teaching Phonemic Awareness, Decoding, and Fluency in the Primary Grades <i>Anita Archer</i> Target Audience – Grade Levels K–2 The ability to accurately and fluently read words is necessary, though not sufficient, for reading comprehension. In this session, Dr. Archer will review the current research on the Foundation Skills outlined in the Common Core Standards and validated instructional procedures for increasing students’ ability to read short and long words and connected text accurately and fluently.</p> <p>B. Understanding the Link Between Academic Performance and Behavioral Supports: Teacher-driven Strategies and Practices that Work. <i>Kathleen Lane</i> In this presentation, we will discuss the link between academic performance and behavioral supports, with an emphasis on</p> <ol style="list-style-type: none"> 1. Understanding the importance of comprehensive, integrated, three-tiered (CI3T) models of prevention to address students’ academic, behavioral, and social needs using a data-informed decision making approach 2. Low-intensity, teacher-driven strategies and practices with demonstrated success 3. The importance of treatment integrity and social validity when implementing Tier 1, 2 or 3 supports <p>C. Fractions: Their Definitions and Arithmetic (No Specific Focus on Secondary or Elementary) <i>Hung-Hsi Wu</i> The Common Core State Standards for Mathematics (CCSSM) require that fractions be defined as certain points on the number line. The resulting mathematical development of the four operations on fractions is different from the usual one that treats a fraction as a piece of pizza. Reasoning replaces teaching by rote. The presentation gives a fairly detailed description of this development.</p> <p>D. The Four C’s: Collaboration, Creativity, Communication, and Conflict Resolution <i>Richard Villa</i> Participants learn strategies for effective collaboration, creative problem solving, communication, and conflict resolution. Participants explore ways in which students can collaborate with adults to meet the needs of a heterogeneous student body. They become familiar with the five critical elements of an effective collaborative team, as well as stages of group development and a recommended agenda format for team meetings.</p>	<p>Ballroom ABCD</p> <p>Ballroom E</p> <p>Ballroom FGH</p> <p>Birch</p>

Concurrent Sessions 8:30 – 11:30	<p>E. Step by Step to Success Cypress A <i>Deborah Glaser</i></p> <p>In this session, Dr. Glaser will present an overview of research and effective MTSS instruction based on the Outcomes Driven Model. This session, targeted toward the elementary level, will include the use of assessment and progress monitoring, forming small groups for instruction, and how to plan effective instruction based on the results of assessment. In addition, Dr. Glaser will discuss teaching the five components of reading, plus oral language, and provide a few examples of hands-on instruction.</p>
	<p>F. Educators as Physicians: Using Data from Reading Assessments for RTI/MTSS Decision-Making Cypress B <i>Jan Hasbrouck</i></p> <p>This session takes a close look at WHY these assessments are being used, HOW to select and administer the most time-efficient and valuable assessments, and—most important of all—how to USE the data to make key instructional decisions that can truly help us provide the best possible reading instruction to all students. In the same way that we expect our physicians to make their decisions about our health and wellness by using the best information available, educators must use assessment tools to inform and guide our professional decisions regarding students’ academic “health and wellness.” But because it is instruction—<i>not testing</i>—that is most important task of schools, we must select and use reading assessments as efficiently and effectively as possible.</p>
	<p>G. Supporting Grades K—3 Students' Understanding of Standard Algorithms While Working Toward Fluency Redbud A <i>Sybilla Beckmann</i></p> <p>In this session we will examine the Counting and Cardinality, Operations and Algebraic Thinking, and Numbers and Operations in Base Ten domains in the Common Core State Standards for Mathematics in grades K–3. We will focus on ways of fostering understanding while supporting students to move toward fluency.</p>
	<p>H. Classroom Management Strategies to Improve Student Behavior Redbud BC <i>Randy Sprick</i></p> <p>This session will examine what can be done to organize classrooms and other school settings to reduce discipline problems and prompt responsible behavior from students. Specific strategies covered will include effective use of classroom rules, strategies for teaching students to behave responsibly, effective and ineffective room arrangements, guidelines for using consequences, a menu of classroom consequences, when and how to use ignoring, and effective use of positive feedback and other motivational strategies. This session will assist regular and special education teachers in grades K–12, evaluate current practices, confirm effective practices, and revise some aspects of their current classroom organization. This will be based on the CHAMPS approach to classroom management, but neither the book nor prior training is required. Participants will leave with a plan for improving student behavior.</p>
11:30 – 1:00	<p>Lunch Expo Hall</p>
Concurrent Sessions 1:00 – 4:00	<p>I. Reading Foundation Skill: Teaching Phonemic Awareness, Decoding, and Fluency in the Primary Grades Ballroom ABCD <i>Anita Archer</i></p> <p>Target Audience—Grade Levels: K –2</p> <p>The ability to accurately and fluently read words is necessary, though no sufficient, for reading comprehension. In this session, Dr. Archer will review the current research on the Foundation Skills outlined in the Common Core Standards and validated instructional procedures for increasing students’ ability to read short and long words and connected text accurately and fluently.</p>

Concurrent
Sessions
1:00 – 4:00

J. Understanding the Link Between Academic Performance and Behavioral Supports: Teacher-driven Strategies and Practices that Work

Ballroom E

Kathleen Lane

In this presentation, we will discuss the link between academic performance and behavioral supports, with an emphasis on

1. Understanding the importance of comprehensive, integrated, three-tiered (CI3T) models of prevention to address students' academic, behavioral, and social needs using a data-informed decision making approach
2. Low-intensity, teacher-driven strategies and practices with demonstrated success
3. The importance of treatment integrity and social validity when implementing Tier 1, 2 or 3 supports.

K. Fractions: Ratio, Rate, and Percent (Secondary)

Ballroom FGH

Hung-Hsi Wu

The middle school topics of ratio, rate, and percent are among the most misunderstood and are also misrepresented almost everywhere in the education literature. With a firm foundation of fractions available, it is now possible to make sense of these topics to make them teachable. In particular, each of these concepts can be precisely defined so that students know what they are dealing with. This presentation will explain how to accomplish this goal.

L. The Four C's: Collaboration, Creativity, Communication, and Conflict Resolution

Birch

Richard Villa

Participants learn strategies for effective collaboration, creative problem solving, communication, and conflict resolution. Participants explore ways in which students can collaborate with adults to meet the needs of a heterogeneous student body. They become familiar with the five critical elements of an effective collaborative team, as well as stages of group development and a recommended agenda format for team meetings.

M. Step by Step to Success

Cypress A

Deborah Glaser

In this session, Dr. Glaser will present an overview of research and effective MTSS instruction based on the Outcomes Driven Model. This session, targeted toward the elementary level, will include the use of assessment and progress monitoring, forming small groups for instruction, and how to plan effective instruction based on the results of assessment. In addition, Dr. Glaser will discuss teaching the five components of reading, plus oral language, and provide a few examples of hands-on instruction.

N. Reading Fast or Reading Well? Putting Fluency in Perspective

Cypress B

Jan Hasbrouck

The National Reading Panel report identified fluency as "a critical component of skilled reading...often neglected in classroom instruction." Fluency has also been included as an essential foundational skill in the Common Core State Standards. Educators have taken note, and as a result reading fluency is now a BIG part of teaching and assessing. There are some who feel there is now perhaps too much emphasis on fluency. This session—presented by one of the nation's experts on reading fluency—provides a *functional* definition of reading fluency. The session clarifies the role of curriculum-based measures (CBM) of oral reading fluency (ORF), often used to screen students and monitor their overall progress in reading: What do these measures really tell us and how should they be used appropriately? Research-supported fluency instruction strategies will also be addressed. This session provides an opportunity to reflect on how fluency should fit into a comprehensive and effective reading program.

Concurrent
Sessions
1:00 – 4:00

O. Supporting Grades 4—8 Students' Understanding of Standard Algorithms While Working Toward Fluency

Redbud A

Sybill Beckmann

In this session we will examine the Numbers and Operations in Base Ten and The Number System domains in the Common Core State Standards for Mathematics in grades 4–8. We will focus on ways of fostering understanding while supporting students to move toward fluency.

P. Classroom Management Strategies to Improve Student Behavior

Redbud BC

Randy Sprick

This session will examine what can be done to organize classrooms and other school settings to reduce discipline problems and prompt responsible behavior from students. Specific strategies covered will include effective use of classroom rules, strategies for teaching students to behave responsibly, effective and ineffective room arrangements, guidelines for using consequences, a menu of classroom consequences, when and how to use ignoring, and effective use of positive feedback and other motivational strategies. This session will assist regular and special education teachers in grades K-12 evaluate current practices, confirm effective practices, and revise some aspects of their current classroom organization. This will be based on the CHAMPS approach to classroom management, but neither the book nor prior training is required. Participants will leave with a plan for improving student behavior.



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Hyatt Regency, Wichita, Kansas



Friday—September 6, 2013

7:00 – 8:00	Registration & Continental Breakfast	Ballroom Foyer
Concurrent Sessions 8:00 – 9:30	<p>Q. The Challenge of Implementing the Common Core Standards (Policy Makers) <i>Hung-Hsi Wu</i></p> <p>It is now common practice to begin the implementation of the CCSSM by explaining what the Standards for Mathematical Practices (MP Standards) are about. This presentation will try to make the case that discussing the MP Standards is no substitute for serious content-based professional development. It will also briefly describe what such professional development looks like.</p>	Ballroom ABC
	<p>R. Reading Lesson Routines—We All Win! <i>Deborah Glaser</i></p> <p>These sessions will focus more specifically on interventions. Dr. Glaser will address Reading Routines for the struggling reader and provide hands-on reading and writing intervention strategies in order to most effectively meet the needs of struggling readers. (This will be the session for K–2.)</p>	Ballroom FGH
	<p>S. Reading Foundation Skills for Administrators <i>Anita Archer</i></p> <p>Target Audience: Administrators</p> <p>Coaches are invited to attend with their principals. In terms of reading fluency, the first years of schooling are essential. In this session, specially designed for administrators, Dr. Archer will discuss what should be taught in the primary grades, how the foundation skills should be taught, and what to look for during walk-throughs.</p>	Ballroom D
	<p>T. Meaningful Work, Mentorship, and Connections: Three Powerful Tier 2 Strategies for Improving Behavior and Motivation <i>Randy Sprick</i></p> <p>Students who are emotionally connected to at least one member of the school staff are much more likely to want come to school and try their best than are students with no emotional connections. Mentorship simply pairs individual students with a caring person at the school. Meaningful Work takes this relationship deeper and gives it structure by having that adult serve as the supervisor for a school-based job. This session will include a list of more than 50 job examples and will also include sample forms and job descriptions. Connections is a simple and efficient process for using Daily Report Cards and mentorship to enhance the amount of attention and feedback a student receives at school and home. Participants will leave with a plan of action for implementing one, two, or all three strategies.</p>	Ballroom E

Concurrent
Sessions
8:00 – 9:30

U. Restructuring for Caring & Effective Education: The Inclusive School <i>Richard Villa</i> Participants become familiar with the characteristics of inclusionary schools, rationales for change, organizational, and instructional strategies to support inclusionary schooling, and successful examples from elementary, middle, and high school.	Cypress A
V. Meeting Students Academic Behavioral & Social Skills <i>Eudora USD 491</i> In this presentation, we will describe a collaborative partnership focused on integrating academic, behavioral, and social supports to meet students' multiple needs. We will document one districts' experience in (a) introducing systematic screenings for behavior and (b) supporting students requiring functional assessment-based interventions.	Cypress B
W. MTSS Behavior School Wide <i>Wichita USD 259 – Marshall Middle School</i> Overview of Marshall Middle School's work to establish MTSS practices for both the academic and behavioral needs of students. Marshall Middle School saw both a reduction in PBRs and student tier 2 and 3 behaviors as well as an increase in student achievement on State Standardized reading and math tests. Work emphasizes common area policies and reinforcement, Tier 2 & 3 academic interventions in both reading and math and staff buy-in for MTSS procedures. A systematic approach to moving MTSS Behavior supports school-wide. Marshall Middle School will share their building wide expectations and how they get both staff and students to buy in to the change for high expectations. Marshall staff will share best practices for implementation, sustaining and building a culture of high expectations.	Redbud A
X. Year Two— Lots More Data, Now What? <i>Circle USD 375 – Circle Middle School</i> Circle Middle School implemented Math MTSS in 2011–2012 and saw amazing results. The "lurking" question was, "Was this a one year trend, or can we expect to see these results every year." Using data to drive MTSS decisions is imperative to the overall success of implementation. We will present how we gather student data, crunch the numbers, and use solid placement guidelines in placing students. We will also show you a behind-the-scenes look at the operation of the Building Leadership Team and the decisions made that allow for true student achievement. New data from 2012–2013 will be presented and you will not be disappointed.	Redbud B
Y. Cruisin' to Intervention: Prepare for Impact! <i>Abilene USD 435 – McKinley Intermediate Elementary School</i> It takes a crew to organize the intervention materials to teach the phonics continuum, keep track of which curriculum materials are being used and, which staff members are involved with the student interventions, and creat a buy-in for all of the adults and students during this process. How do you keep track of where the students are? What kind of transition charts can you use? How do you keep everything moving to really have an impact on student learning? We will explain what worked for us and how we survived the process.	Redbud C
Z. The Evolving Role of Data Coaching and How it Can Support Instructional Decision-Making <i>Michigan's Statewide MTSS Project (MiBLSi)</i> This session will examine the function of data coaching within MTSS. Participants will explore how to establish a clear vision for schoolwide data use, create support to foster a data-driven culture within the school, and develop a district-wide data communication plan. Resources and tools, such as the IES Practice Guide related to using data to support decision-making, will be shared and discussed throughout the session.	Birch

Concurrent Sessions 8:00 – 9:30	<p>AA. An Integrated Model of MTSS for Behavior at the Primary and Preschool Level</p> <p><i>Mulvane Public School District USD 263 – Munson Elementary</i></p> <p>This presentation will describe the challenges and successes of implementing MTSS for behavior at the primary and preschool level. Munson Elementary has integrated preschool teachers and staff into their building leadership team and they include preschool settings in their MTSS framework. They will describe how they planned and implemented MTSS for behavior at their building.</p>	Maple
	<p>BB. Consequences of Fully Implementing Both Reading & Math K–12</p> <p><i>Morris County USD 417 – Council Grove</i></p> <p>After fully implementing reading K–12 in 2010–11, our district implemented math K–12 in 2011–12. Team members will discuss the issues that arose when we added math to the system after reading was in place. With three years of reading data and now two years of math, we are able to see patterns and make recommendations regarding “doing” both academic subjects in MTSS.</p>	Walnut
	<p>CC. Steady as She Goes...</p> <p><i>Ottawa USD 290 – Ottawa Middle School</i></p> <p>Ottawa Middle School implemented MTSS into its system after two years of structuring. Our vision was to begin MTSS in the building with: fidelity to curriculum, a schedule that was set (allowing for all teachers to be available), and an unwavering dedication to student success. Using Aims Web and various resources for each area of intervention, we are seeing growth and filling student “holes” along the way. We have also implemented enrichment for students that do not qualify for intervention. Various enrichment activities will be shared as well.</p>	Cedar
9:30 – 9:45	Break	
Concurrent Sessions 9:45 – 11:15	<p>DD. MTSS Reading Updates</p> <p><i>Kansas MTSS Project</i></p> <p>Offered annually at the MTSS Symposium, this is your chance to get the latest updates on Kansas MTSS materials and trainings! Learn where systems can sometimes get “off track” and how to begin to address those issues. Time for questions and answers with MTSS Core Team members will also be provided.</p>	Ballroom ABC
	<p>EE. Reading Lesson Routines – We All Win!</p> <p><i>Deborah Glaser</i></p> <p>These sessions will focus more specifically on interventions. Dr. Glaser will address Reading Routines for the struggling reader and provide hands-on reading and writing intervention strategies in order to most effectively meet the needs of struggling readers. (This will be the session for different grade levels 2–4.)</p>	Ballroom FGH
	<p>FF. Getting Them All Engaged— Inclusive Active Participation in the Elementary School</p> <p><i>Anita Archer</i></p> <p>Target Audience – Preschool and K-6 teachers and administrators. Student engagement is central to implementation of MTSS. 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, 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.</p>	Ballroom D

Concurrent
Sessions
9:45 – 11:15

GG. Meaningful Work, Mentorship, and Connections: Three Powerful Tier 2 Strategies for Improving Behavior and Motivation Ballroom E

Randy Sprick

Students who are emotionally connected to at least one member of the school staff are much more likely to want come to school and try their best than are students with no emotional connections. Mentorship simply pairs individual students with a caring person at the school. Meaningful Work takes this relationship deeper and gives it structure by having that adult serve as the supervisor for a school-based job. This session will include a list of more than 50 job examples and will also include sample forms and job descriptions. Connections is a simple and efficient process for using Daily Report Cards and mentorship to enhance the amount of attention and feedback a student receives at school and home. Participants will leave with a plan of action for implementing one, two, or all three strategies.

HH. Restructuring for Caring & Effective Education: The Inclusive School Cypress A

Richard Villa

Participants become familiar with the characteristics of inclusionary schools, rationales for change, organizational, and instructional strategies to support inclusionary schooling, and successful examples from elementary, middle, and high school.

II. Roadblocks, Resources and Celebrations of MTSS in a 1A School Cypress B

Pike Valley Unified School District USD 426 – Pike Valley Elementary/JH

This session is intended to inform and support small, rural schools who are interested in implementing MTSS. With one year of reading implementation behind them, Pike Valley Elem/JH will share practical information from their experiences. Discussions will include how/why decisions were made to implement MTSS, how MTSS impacted our schedule and changed our job descriptions, what worked well and what did not work well, success stories with individual students, what Pike Valley learned about curriculum, and what adjustments will be made during the second year of implementation.

JJ. Implementing MTSS in an Elementary Setting Redbud A

Wichita USD 259 – Ortiz Elementary

Southeast High School will share their XLT program, an hour-long block set aside for MTSS interventions and extended learning opportunities. We will also talk about developing the schedule and the flexibility of the XLT program which allows movement of students between lab-based electives and MTSS interventions.

KK. Implementation of Math MTSS in a High School Setting Redbud B

Circle USD 375 – Circle High School

2012—2013 was the first year of implementation of MTSS math. Many factors go into a successful implementation, especially at the high school level. A few of these consist of flexible scheduling, administrative support, and the impact MTSS has on the building as a whole. Come and experience the high's and low's of implementation and see the tremendous results.

LL. Co-Teaching to Improve Instruction for All Students Redbud C

Abilene Public Schools USD 435

Co-Teaching does not automatically improve instruction, but it can provide a framework for professional collaborative conversations. With guidance, these conversations will lead to improved teaching and learning for all. We will share the power of discuss planning, instruction and follow up with a content specialist (general ed. staff) and an intervention specialist (special ed. staff). You will hear a brief overview of the four types of co-teaching; Supportive, Complementary, Parallel and Team. This model is not about dumping special needs students in a room with two teachers. It is about improving instruction. We believe that by working together we can do more for all students than if we work alone.

Concurrent Sessions 9:45 – 11:15	<p>MM. Empowering Families in a Multi-Tier System of Supports (MTSS) <i>Kansas Parent Information Resource Center (KPIRC) & Kansas MTSS Project</i></p> <p>Developing meaningful family engagement goals and strategies are critical components for creating an empowering culture in a Multi-Tier System of Supports (MTSS). This session will allow participants to learn about the current research on family engagement, identify the benefits family engagement has on student achievement, understand the relationship between family engagement and Kansas MTSS, become familiar with the PTA National Standards for Family/School Partnerships, endorsed by KSBE in 2008, and begin to evaluate their own school's family engagement practices.</p>	Birch
	<p>NN. Data Analysis Determines Levels of Support at Our High Schools <i>Mulvane School District USD 263 – Mulvane High School</i></p> <p>Mulvane High School staff will present insights into how they built and implemented the framework for MTSS for behavior. They will describe how they use the data from the school relationship (dot) activity, how they use Skyward to collect ODR data and generate ODR Big 5 charts/graphs for analyzing ODR data, how they collect and use the data from the universal screener (the SRSS), and how they are developing Tier 2 supports.</p>	Maple
	<p>OO. Using Talking Circles in the MTSS Framework for Behavior at the High School Level <i>Norton Community School District USD 211 – Norton High School</i></p> <p>This presentation will describe the challenges and success of implementing MTSS for behavior at the high school level. The Norton HS team will describe how they use talking circles to help teach behavior and obtain feedback from students. They will also describe how they conducted the beginning of the year rollout of MTSS for behavior.</p>	Walnut
	<p>PP. MTSS Implementation at the High School <i>Ottawa USD 290 – Ottawa High School</i></p> <p>Ottawa High School would like to discuss the pitfalls, successes, and advantages of implementing MTSS in the area of reading at the high school level.</p>	Cedar
11:15 – 12:30	Lunch	Expo Hall
Concurrent Sessions 12:30 – 2:00	<p>QQ. Making the Content More Accessible to Secondary Level Students <i>Kansas MTSS Project</i></p> <p>At the secondary level, reading skills are more embedded in content subject matter. Because of this, a cross-curricular approach is essential in order to meet the literacy demands of the Kansas College and Career Ready Standards. Content area teachers must, therefore, focus their instruction on common comprehension and vocabulary strategies. Participants in this session will learn effective instructional strategies for secondary level students, as well as systemic factors that promote the execution and sustainability of these practices and strategies.</p>	Ballroom ABC
	<p>RR. Reading Lesson Routines—We All Win! <i>Deborah Glaser</i></p> <p>These sessions will focus more specifically on interventions. Dr. Glaser will address Reading Routines for the struggling reader and provide hands-on reading and writing intervention strategies in order to most effectively meet the needs of struggling readers. (This will be the session for different grade levels 3–6.)</p>	Ballroom FGH

Concurrent
Sessions
12:30 – 2:00

SS. Engaging Them All: Active Participation Strategies in Middle School and High School Classes

Ballroom D

Anita Archer

Target Audience—Middle School and High School teachers and administrators.

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., gaining choral responses , using partners and cooperative teams, and using effective procedures for calling on individuals), written responses (e.g., using a variety of written responses including quick writes, notes, partial notes, vocabulary logs; and different types of materials such as response slates, response cards, smartboards, clickers, ipads), and action responses (e.g., acting out, gestures, hand signals). Examples will represent a variety of courses (e.g., language arts, science, math, health, social studies, intervention).

TT. Using Survey Data (from Staff, Students, and Parents) to Improve Universal Climate, Safety, and Discipline

Ballroom E

Randy Sprick

This session delineates the range of information that can be gained from confidential surveys of all major stakeholders in the school and how that information can inform school improvement plans. Participants will be given a framework for a basic survey they can create themselves, as well as an overview of the online TRENDS Safety and Climate Surveys. Regardless of whether the survey is constructed internally or uses a validated instrument, school personnel should review survey data annually to answer questions like: What areas are the safest and most positive? Is there a discrepancy between staff and student perceptions about bullying, fairness, and helpfulness? Is there a discrepancy in perceptions of climate based on the race/ethnicity of the student? Participants will evaluate the quality of any surveys they currently use and determine whether additional data might be useful.

UU. Restructuring for Caring & Effective Education: The Inclusive School

Cypress A

Richard Villa

Participants become familiar with the characteristics of inclusionary schools, rationales for change, organizational, and instructional strategies to support inclusionary schooling, and successful examples from elementary, middle and high school.

VV. Implementing MTSS in a High School Setting

Cypress B

Wichita Public Schools USD 259 – West High School

The presentation will begin with an overview of the school. Wichita West is a low SES school with a highly diverse population. West is one of two high schools in the state that utilizes the High Schools That Work framework. Recent academic achievement data will be showcased. The 9th grade Intervention Team will share the strategies and data they used to increase 9th grade AIMSWeb universal screener scores from 38% below average in the Fall to only 9.1% below average in the spring. Members of the behavior team will explain the school's effort to reduce behavior referrals, reduce tardies and improve hallway behavior.

WW. Tips, Tricks, and Tools for Implementing & Sustaining Progress Monitoring

Redbud A

Wichita Public Schools USD 259 – MTSS Coaches

Getting literacy progress monitoring from theory into practice is easier with these tools. We'll show you how to help teachers structure and implement progress monitoring in their classrooms. We'll also introduce and practice a data analysis routine to use with your collaborative teams.

Concurrent Sessions
12:30 – 2:00

XX. Systemic Reform of Reading through a Multi-Tier System of Support <i>Garden City Public Schools USD 457</i>	Redbud B
In Garden City Public Schools, teachers are changing the way they teach, the way students learn, and the way intervention is delivered. District and building leaders present the challenges and successes associated with implementing a system-wide reading reform effort in a district with a diverse population. Topics will include: the development and refinement of curriculum protocols, systemic professional development, and monitoring and implementing with fidelity.	
YY. Kansas Math Foundations <i>TASN Project Success & Kansas Association of Teachers of Mathematics</i>	Redbud C
Teachers need content knowledge as well as the knowledge of how to teach mathematics well. Kansas has partnered with North Carolina Department of Public instruction in an effort to develop online mathematics content training for teachers. Participants will learn how to access the Kansas Mathematics Foundation Modules and get the opportunity to be some of the first to enroll.	
ZZ. Basehor-Linwood— What's Best for Our Students! <i>Basehor-Linwood School District USD 458</i>	Birch
Through collaboration and teamwork, the Basehor-Linwood staff are excited about implementing the MTSS model across all levels—elementary, middle, and high school. Our team will share the process we used in planning and moving forward in order to provide a sustainable system that will target reading skills. Reflecting on our mission, restructuring schedules, selecting common assessments, standardizing interventions, and providing professional development have been key components of our discussions. We will share how we arrived at where we are, our desire to streamline the MTSS process and the struggles and successes we have experienced in implementing this district-wide system.	
AAA. From Beginning to Always Adapting - What We've Learned Implementing MTSS <i>Seaman USD 345 – North Fairview Elementary</i>	Maple
Topics include: Scheduling Grade K—6 Reading Tier 2; Adult Coverage in a nonTitle Building, Explicit Instruction Resource; Sacred Time—Even During Testing; Resource Organization; Tier 3—When & Who?; Collaboration Time—When & Who?; and Can this work without Core Fidelity?	
BBB. Effective Core Instruction for ALL <i>Lyons USD 405 – Lyons Middle School</i>	Walnut
Students at Lyons Middle School have excelled academically, even though there is a large percentage of ESL students and an even larger number of at-risk students in the building. The LMS building leadership team will share some of the programs and interventions that we feel allow our students to find success when it would be easy to fail.	
CCC. Making MTSS Math Work for All Learners in Pittsburg <i>Pittsburg Community Schools USD 250</i>	Cedar
Like many districts, Pittsburg thought they had MTSS going strong in all buildings. With the help of TASN during the 2012-2013 school year, the entire district went through MTSS Math training. As we like to say, we hit the reset button! During this presentation, Pittsburg teachers and administration will walk the audience through the year-long process of getting MTSS math where it should be for student success. During 2013–2014, USD #250 will be doing the same process with reading, followed by behavior the following year.	

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Valid Until: 9/6/13 at 11:59pm

How can I connect?

1. Plug-in the Ethernet cable or turn on and enable your Wireless LAN (Wi-Fi) adapter on your computer/device.
2. If you are using a wired connection, verify you have a link light on your adapter.
3. If you are using a wireless connection, search and select the wireless network (SSID) called “**HYATT-MR**”. Your wireless adapter should show “Connected”.
4. Launch your Internet browser, go to a public Internet page (IE: www.google.com) and you should be redirected to the guest login page.
5. Enter the “Access Code” provided above in the appropriate field on the login page.
6. Accept the Terms (if applicable) and click the Sign Up Now button to login.
7. You should be redirected to the PSAV home page and are now connected to the Internet.

Where can I connect?

Search for the network/SSID that begins with “**HYATT-MR**” and check if you are in a covered area. Make sure that you have a “Good” or “Excellent” signal strength when you connect your computer to the wireless network.

Troubleshooting tips

Please check the following:

1. Connection through a **Proxy Server** is *unchecked*
2. A **static IP address** is *not* used
3. The **homepage** is *not* an internal (company) intranet site
4. **Pop-ups** are temporarily *enabled* on the browser

Need more help?

Contact PSAV staff or call (316)262-4923 if you need personal assistance to connect to the Internet.