

The Midwest Instructional Leadership Council



A miLc Research to Practice Institute

Preschool Applications of Response to Intervention: It All Starts Here - Foundations of Response to Intervention

Featuring....

Judith J. Carta, Ph.D.

**Director of Early Childhood Research at the Juniper
Gardens Children's Project**







March 2, 2012

**Wilderness Territory Hotel and Conference Center
45 Hillman Road
Wisconsin Dells, Wisconsin 53965**

Registration Information

The miLc Research to Practice Institute, **Preschool Applications of Response to Intervention: It All Starts Here – Foundations of Response to Intervention**, is a one day institute focusing on the specific foundations and skills required to build and implement an educational service delivery system for children at the preschool level that is founded on the core principles of response to intervention.

The miLc Research to Practice Institute, **Preschool Applications of Response to Intervention: It All Starts Here – Foundations of Response to Intervention**, features a keynote address by Dr. Judith Carta, Director of Early Childhood Research at the Juniper Gardens Children's Project. The focus of her work is evidence-based intervention practices for children's language, literacy, and social-emotional outcomes; parenting interventions focused on vulnerable populations and their effects on young children, and tools for monitoring progress of young children. Following Dr. Carta's keynote address, participants will be able to select from strand sessions focusing on the following topics:

-  Advancing Toward Higher Performance: Making Connections to Leadership and Early Learning Outcomes
-  Teaching Vocabulary in Preschool
-  Promoting Social and Emotional Development - The Pyramid Model for Social and Emotional Competence.
-  Evidence Based RtI Foundations for Preschool Settings: Early Language and Literacy Instruction

Who Should Attend:

This Research to Practice Institute is for administrators, teachers, student services professionals, professionals working at institutes of higher education, and others working with children at the preschool level in public school and other settings.

Schedule at a Glance:

Registration/Continental Breakfast	7:30 am - 8:30 am
Institute Welcome	8:30 am – 8:45 am
Keynote Address	8:45 am – 10:15 am
Break	10:15 am – 10:30 am
Breakout Sessions – Morning	10:30 am – 12:00 pm
Lunch	12:00 pm – 1:00 pm
Breakout Sessions – Afternoon [Continued from morning sessions]	1:00 pm – 2:45 pm
Break	2:45 pm – 3:00 pm
Institute Closing	3:00 pm – 4:00 pm

Breakout Session Descriptions

Morning and Afternoon Breakout Sessions

- Morning - 10:30 am – 12:00 pm
- Afternoon – 1:00 pm – 2:45 pm

Breakout Session 1

Advancing Toward Higher Performance: Making Connections to Leadership and Early Learning Outcomes - LuAnn Shields – Educational Consultant, Leadership Results, Inc., Aurora, Illinois

The session moves participants beyond knowledge about leadership approaches to a concrete application of leadership strategies for continuous improvement, within an era of evolving change and accountability. Participants will deepen their learning around the methods that are critical in laying the foundation for ongoing improvement within early childhood settings. An emphasis will be placed upon implementing systems, procedures, and practices that sustain a culture of collaborative decision-making about teaching and learning at the preschool level. The presenter will highlight practical experiences and share lessons learned in growing through the challenges of applying these principles of leadership to advance toward higher performance.

Breakout Session 2

Core Instruction at the Preschool Level

- Robin Miller-Young – Prairie Children Preschool, Indian Prairie SD # 204, Aurora, IL

This session will focus on a discussion of models and programs for “core” instruction at the preschool level. Robin Miller-Young will provide an overview of the research that serves as a starting point for considering what instructional components and practices have been demonstrated to be effective with preschool aged children. The remainder of the presentation will focus on sharing examples and strategies for reviewing existing core instructional practices and discussion regarding how to strengthen existing practices. The presenter will provide multiple real-life examples that will provide participants with concrete ideas that can be applied in their own settings. The content areas discussed will emphasize effective instruction in the areas of early reading, language development and early numeracy.

Breakout Session 3

Teaching Vocabulary in Preschool

- Maribeth Gettinger, Ph.D. – University of Wisconsin-Madison

In this presentation, Dr. Gettinger will be sharing lessons learned from the Early Reading First project, Exemplary Model of Early Reading Growth and Excellence (EMERGE). EMERGE combines research-based classroom practices, a multi-tiered intervention hierarchy, high-quality professional development, and continuous progress monitoring to help children acquire early literacy competencies important for later school success. Dr. Gettinger’s presentation will focus on the development of early literacy and language skills with particular emphasis on vocabulary instruction during the preschool years. Practical examples and instructional applications from Head Start classrooms will be shared. In addition, challenges associated with applying an RtI model in early childhood education will be addressed.

Breakout Session 4

Promoting Social and Emotional Development - The Pyramid Model for Social and Emotional Competence.

- Julie Betchkal – CESA 11 Wisconsin Pyramid Model Early Learning Training Coordinator

The early years of life present a unique opportunity to lay the foundation for healthy development. It is a time of great potential and of great vulnerability. The first years are shaped by the relationships the child has. Children who have delays in social and emotional development are at higher risk for abuse and neglect, they don't do well in preschool/child care settings and they don't do well in school. These children are at a higher risk for learning/behavioral problem and juvenile delinquency. Pyramid Model is a way to change a trajectory of that child's life! Pyramid Model is an evidence based prevention/intervention framework that prevents challenging behaviors and promotes healthy social and emotional development by supporting positive relationships, creating engaging environments, providing concrete teaching strategies, and if/when needed creating individualized interventions for children. The sessions will address the 7 important components of implementing the Pyramid Model at a program wide level with enough intensity, focus and consistency to help your program experience the benefits. Participants will learn the importance features of readiness as well as the process of becoming a program wide implementation site.

Breakout Session 5

Evidence Based RtI Foundations for Preschool Settings: Early Language and Literacy Instruction

- Judith Carta - Director of Early Childhood Research at the Juniper Gardens Children's Project

In this strand, Dr. Carta will provide detailed information for preschool staff who desire to begin or extend their efforts to establish multi-tiered systems of support/Response to Intervention frameworks in their preschool setting. The presentation will combine research information and practical examples of successful programs with an emphasis on the key processes and procedures that support students in meeting critical learning benchmarks to be "on-track" for entering Kindergarten. In this session, Dr. Carta will focus on early language and literacy instruction with an emphasis on effective supplemental and intensive intervention routines. The presentation will include opportunities for self-assessment and developing short and long-term plans for implementation and sustainability.

Institute Closing – 3:00 pm – 4:00 pm**Institute Speakers****Julie Betchkal**

Julie Betchkal has 20 years of teaching experience in public schools as an Early Childhood Special Education teacher and as lead teacher in a Functional Life Skills program designed to meet the needs of elementary students with significant disabilities.

Julie currently serves as training coordinator for Wisconsin's implementation of the Center for the Social Emotional Foundations of Early Learning (CSEFEL) Pyramid Model for Social Emotional Competence. She is a trainer of trainers in the model and also facilitates team training for program leadership team of sites that plan to implement the Pyramid Model program wide. Julie is an external coach to 2 of Wisconsin's Pyramid Model program wide implementing sites.

Judith J. Carta, Ph.D.

Judith J. Carta, PhD is Director of Early Childhood Research at the Juniper Gardens Children's Project, a Senior Scientist in the Institute for Life Span Studies, and Professor of Special Education at the University of Kansas. She is currently a Principal Investigator or Co-Principal Investigator on several research projects funded by the Institute of Education Sciences, the National Institute for Child Health and Human Development, and the Centers for Disease Control and Prevention. The focus of her work is evidence-based intervention practices for children's language, literacy, and social-emotional outcomes; parenting interventions focused on vulnerable populations and their effects on young children, and tools for monitoring progress of young children. She is responsible for over 100 publications in peer-reviewed journals including research syntheses, intervention research studies and conceptual papers. She was the Editor-in-Chief of *Topics in Early Childhood Special Education* and has held editorial positions for many major journals. She is currently the Co-Director of the IES-funded Center for Response to Intervention in Early Childhood.

Maribeth Gettinger, Ph.D.

Dr. Maribeth Gettinger is a professor in school psychology in the Department of Educational Psychology at the University of Wisconsin-Madison. Dr. Gettinger was the 1987 recipient of the American Psychological Association Division 16 (School Psychology) Lightner Witmer Award. Dr. Gettinger has also received a Chancellor's Distinguished Teaching Award and an Outstanding Service Award from the University of Wisconsin-Madison. Her most recent research endeavors are an Early Reading First project, Exemplary Model of Early Reading Growth and Excellence (EMERGE) and a U.S. Department of Education of Education Research and Innovation Project, and Promoting Early Attainment of Early Reading and Language Skills (PEARLS).

Robin Miller Young, EdD

Robin Miller Young, EdD, NCSP, is the Student Services Coordinator at Prairie Children Preschool (Indian Prairie SD # 204, Aurora, IL), an inclusive, tuition-based EC/"at-risk"/ECSE school. She serves on the administrative leadership team, overseeing daily operations and guiding development, implementation, and evaluation of school improvement initiatives such as Response to Intervention (RtI). Her research interests include explicit early academic and social interventions and leadership strategies that move organizations into effective and efficient structures and program practices. Robin recently served as an adjunct instructor of ECSE pre-service coursework. She is also the immediate Past President of the Illinois Division for Early Childhood (IDEC) and she facilitates the RtI in Early Childhood and Preschool Settings blog on the RTI Action Network, operated by the NCLD.

Luann Shields

As a recently retired Principal, LuAnn Shields is currently working as a consultant in the Education Division of Leadership Results, Inc., Aurora, Illinois to support school districts and early childhood programs with implementing a high performance model for teaching and learning. LuAnn's background in elementary education, with a specialization in early childhood education and special education, offers a leadership perspective in working with staff, students, and families across general education, special education and at-risk program settings.

Mrs. Shields has co-authored several articles on effective instructional practices for at-risk learners and has conducted national-level presentations on components of school leadership. Recently, Mrs. Shields has been part of an Illinois grant project to establish a "Seamless Continuum" between the early childhood and the elementary school years. As an adjunct professor at Elmhurst College, in Illinois, Mrs. Shields has an opportunity to help prepare the next generation of teacher-leaders.

Registration Information - Questions about registration call John Faust at 608-219-5160

Registration Fee - \$190.00 per person

Payment Options:

Payment can be made through purchase order and check made payable to the **Midwest Instructional Leadership Council**. Payments should be sent to the following address:


Midwest Instructional Leadership Council
ATTN: John H Faust
PO Box 1106
Sun Prairie, WI 53590
608-219-5160

Payment can also be made through major credit card through the online registration program.

Lodging Options:

A block of rooms for this Research to Practice Institute have been reserved at the Institute hotel, the **Wilderness Territory** at the rate of \$99.00 per night (double occupancy) plus applicable state and local taxes.

Reservations at the Wilderness Territory can be made in one of the following ways. To obtain the Institute lodging rate, participants must identify themselves as participants of the **Midwest Instructional Leadership Council**.

 Institute participants can make reservations directly with the Wilderness Territory by contacting the hotel directly at 1-800-867-9453. You must identify yourself as part of the Midwest Instructional Leadership Council when calling for reservations. Please make reservations early.

The Wilderness Territory is located at the following address:

Wilderness Territory
45 Hillman Road
Wisconsin Dells, Wisconsin 53965
800-867-9453
www.wildernessresort.com

Institute Registration – Questions about registration call John Faust at 608-219-5160

Registration for **Preschool Applications of Response to Intervention: It All Starts Here – Foundations of Response to Intervention** is available online by selecting the following link:

<https://www.regonline.com/preschoolapplicationsofrtiitallstartshere>

Individual and group applications can be made on line through the above link. In addition, once registration is complete using the above link, registration information can be managed through this site.

Registration Instructions:

1. Go to the following link to begin the registration process:
<https://www.regonline.com/preschoolapplicationsofrtiitallstartshere>
2. Complete all personal as required on the various pages of the online registration form. [If you have used the RegOnline system for previous conference registrations, the system will likely recognize your email address and ask for the password that you used for previous registrations]. This information will be required should you wish to edit, change, or cancel your registration.

a. Personal Information Page

- i. Enter all personal information.
- ii. Enter a password [you choose your own password] and re-enter that password.
- iii. If you require a vegetarian or gluten free meal, check the appropriate box.
- iv. Click on the **continue button**.

b. Agenda Page

- i. The only selection to make on this page is for the breakout session that you wish to attend.
- ii. Under the section entitled “Breakout Sessions AM & PM, use the drop down menu box to select the breakout session you wish to attend. Please note that the breakout session you select will begin in the morning and continue in the afternoon.
- iii. Click the **continue button** if you only want to register one person.
- iv. If you want to register another person, click on the **Add Another Person Button**, which is available on the agenda and checkout pages. You will also have this option before checking out.

c. Check-out Page

- i. Payment Method – From the drop down menu, select the payment method you wish to use. Payment options include:
 1. Credit Card – enter the credit card information as requested
 2. Check - If you choose this option, please make checks payable to the **Midwest Instructional Leadership Council**.
 3. Purchase Order - enter the purchase order number. (If you choose this option, please enter the Purchase Order Number. The Midwest Instructional Leadership Council will invoice your organization with payment being due within 30 days of the invoice)
- ii. When payment information is fully entered, click on the **Finish button**.

Please send Purchase Orders and checks to the following:

**Midwest Instructional Leadership Council
ATTN: John H Faust, Executive Director
PO Box 1106
Sun Prairie, Wisconsin 53590**

Cancellation Policy - Questions about registration call John Faust at 608-219-5160

Registration cancellations must be completed through the online registration website (<https://www.regonline.com/preschoolapplicationsofrititalstartshere>) submitted in writing (e-mail) and will be assessed a \$25.00 service charge. Please allow three to four weeks to process your refund. **Refunds will NOT be issued after February 1, 2012;** however, substitutions will be welcomed by using the online registration form. Alternate attendees and substitutes **MUST** attend the strand sessions that the person they are replacing registered for in advance – no exceptions. Registrants that do not attend the event and have not made prior arrangements for a cancellation or a substitution will be invoiced.