



The Midwest Instructional Leadership Council
Presents



A miLc Research to Practice Institute

**Secondary Level Applications of Response to
Intervention: Emerging Frameworks and Effective
Practices**

Featuring

Dr. Holly Windram and Sara Johnson, MA









November 7, 2011

**Stoney Creek Inn
300 South Kinney Coulee Road
Onalaska, Wisconsin 54650
608-781-3060**

[Registration Information](#)

The miLc Research to Practice Institute, **Secondary Applications of Response to Intervention: Emerging Frameworks and Effective Practices**, is a one day institute focusing on the specific foundations and skills required to build and implement an educational service delivery system for students at the middle and high school levels that is founded on the core principles of response to intervention.

The miLc Research to Practice Institute, **Secondary Applications of Response to Intervention: Emerging Frameworks and Effective Practices**, features a keynote address by Dr. Holly Windram and Sara Johnson, MA, two of the nation’s leading practitioners of educational service delivery for middle school and high school student’s based on the student’s response to instruction and intervention. Following Dr. Windram’s and Ms. Johnson’s keynote address, participants will be able to select from strand sessions focusing on the following topics:

-  Problem-solving
-  Summative, Systemic Assessment at the Core [Tier I]
-  Intermediate and Formative Student Assessment at the Supplemental and Intensive Levels [Tier II and Tier II]
-  Evidence-based Academic Interventions
-  Differentiation for Increased Student Outcomes and Success
-  Core Curriculum, Instruction and Alignment

Participants will also engage in three (3) action planning sessions during this one-day institute. The first action planning session will focus on determining needs [needs assessment]. The second action planning session will focus on the sharing of tools to monitor the progress of your action plan. The final action planning session will focus on monitoring the progress of your plan.

The institute will conclude with three school showcase overviews that highlight implementation of response to intervention frameworks and principles. Two high schools and one middle school will be featured.

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 students at the middle and/or high school levels or involved in preservice training programs that are interested in learning more about response to intervention as a model of educational service delivery for all students at the secondary level.

Schedule at a Glance:

Registration/Continental Breakfast – Northwoods Conference Center	7:30 am - 8:30 am
Institute Welcome – Northwoods Conference Center	8:30 am – 8:40 am
Keynote Address – Northwoods Conference Center – Drs. Holly Windram and Sara Johnson	8:45 am – 10:45 am
Action Planning Overview – Drs. Elizabeth Freeman and Rob Dixon	10:45 am – 11:00 am

Action Planning Session # 1

11:00 am – 11:45 am

-  Beginning/Early Adoption of Response to Intervention – Drs. Holly Windram and Sara Johnson
-  Core Instruction – Diane Jensen and Nichole North Hester
-  Assessment – Dr. Ed O'Connor
-  Intervention – Dr. Rob Dixon
-  General and individuals without teams – Dr. Brad Niebling

Lunch – Northwoods Conference Center

11:45 am – 12:30 pm

Breakout Sessions

12:30 pm – 1:45 pm

- 1. Problem Solving: A Method for the Madness – Dr. Christine Martin**
- 2. Assessing the Core: Summative, Systemic Data Tools – Drs. Elizabeth Freeman and Ed O'Connor**
- 3. Intermediate and Formative Student Assessment at the Supplemental and Intensive Levels [Tier II and Tier II] – Dr. Ben Ditkowsky**
- 4. Evidence-based Academic Interventions – Dr. Madi Phillips**
- 5. Differentiation for Increased Student Outcomes and Success – Diane Jensen, MSE and Nichole North-Hester, MSE**
- 6. New Perspectives on Curriculum Alignment in Tier 1 Instruction – Dr. Brad Niebling**

Action Planning Session # 2

1:45pm – 2:30 pm

School Showcase Session

2:30 pm – 3:30 pm

Monona Grove High School, Monona, Wisconsin
Chippewa Falls Middle School – Chippewa Falls, Wisconsin
Apollo High School – St. Cloud, Minnesota

Action Planning Session #3

3:40 pm – 4:15 pm

Institute Closing

4:15 pm – 4:30 pm

Keynote Session – Dr. Holly Windram and Sara Johnson, MA

Implementing an RtI Framework in Secondary Schools: It Can Be Done!

This presentation will focus on the rationale and practical strategies for implementing a Response to Intervention framework in middle and high school settings. Research-supported practices across assessment, instruction, and problem-solving organization and process specifically for secondary schools will be discussed. Further, how RtI “looks and feels” across a multi-tiered service delivery model in reading, math, and social/behavior will be emphasized with field-tested examples and outcomes data from diverse middle and high schools. Steps for getting started, consensus building ideas, and tips for trouble-shooting common implementation challenges will be shared.

Breakout Session Descriptions

Breakout #1 - Problem Solving: A Method for the Madness – Dr. Christine Martin

This interactive session will provide a framework for developing your infrastructure to solve problems at the small group and individual student levels. The use of a problem solving process and data based decision making practices can be difficult in the best of circumstances, and the complexity of middle and high schools does not make it any easier. This framework will help teams develop processes for (a) defining predominant Tier 2 and Tier 3 needs for the school; (b) determining who needs these supports; (c) analyzing needs, resources, and interventions; and, (d) evaluating interventions. Application of the framework will be demonstrated through sharing of examples, tips, and challenges. Participant sharing of their own examples, tips, and challenges will be welcomed and encouraged.

Breakout #2 - Assessing the Core: Summative, Systemic Data Tools - Dr. Elizabeth Freeman and Dr. Ed O'Connor

In order to know whether the core academic instruction is meeting the needs of most students in your school it is imperative to have data tools (i.e., assessments), ways to analyze the data (technology/software and people), and process and procedures to use the data to guide programming. This session will address the data needs of middle and high schools, focusing on which tools are best. Participants will leave the session able to identify appropriate sources of data for their context and knowledge of the systemic structures needed to utilize the data.

Breakout #3 - Intermediate and Formative Student Assessment at the Supplemental and Intensive Levels [Tier II and Tier II] – Dr. Ben Ditekowsky

As decision-makers we are often confronted with staff who question the validity of the measures we use for student placement into intervention. The purpose of this session is to familiarize participants with the concept of convergence of information from multiple data sources, and how to gauge the magnitude of a problem to align the amount of support a student needs with the amount of support they receive. At the conclusion of the session, participants will be able to apply a six-step strategy to their decision-making that will increase the confidence of staff that the correct decisions are being made with regards to intervention placement.

Breakout #4 - Evidence-based Academic Interventions – Dr. Madi Phillips

One of the cornerstones of an RtI delivering system is providing high-quality, evidence-based academic interventions with integrity. This presentation will focus on appropriate academic interventions for middle and high school students in need of academic intervention. Participants will leave the session with knowledge of academic interventions and strategies.

Breakout #5 - Strengthening Tier 1 Instruction Using Differentiation – Diane Jensen, MSE and Nichole North-Hester, MA

Tier 1 must meet the needs of at least 80% of the student body. One teaching strategy used to meet the needs of our diverse groups of students is differentiation. What does differentiation look like at the high school level? How can teachers differentiate and have students demonstrate mastery of curricular learning objectives? What effect does differentiation have on student achievement?

Breakout #6 - New Perspectives on Curriculum Alignment in Tier 1 Instruction – Dr. Brad Niebling

Curriculum alignment is a set of concepts and practices that is often misunderstood and overlooked. This is particularly the case within response to intervention (RtI) frameworks. However, there is compelling evidence that curriculum alignment can have a significant impact on student learning. In this session, participants will learn about the following: (a) foundational concepts of curriculum alignment, (b) research supporting the importance of curriculum alignment, (c) RtI-specific applications of curriculum alignment practices for Tier 1 instruction, and (d) resources to help engage in local curriculum alignment work.

School Showcase Sessions

Monona Grove High School

Monona Grove High School (MGHS) is located in south central Wisconsin and is adjacent to Madison, the capital of the state. Monona Grove High School is comprised of two communities – Monona and Cottage Grove. Monona Grove High School serves students from both communities. Monona Grove High School has an enrollment of 975 students with approximately 8% of students being minority students, 10% of students receiving free and reduced lunch, and approximately 8% of students identified as having a disability under federal and state special education law.

Staff at Monona Grove High School having been working on the implementation of response to intervention as an educational service delivery model for all students since the 2006-2007 school year. Some interventions were in place prior to the initiation of formal implementation efforts; however since that time data review has become a common practice and the focus of staff efforts has been on identifying and providing interventions for students achieving in the lowest 10% and strengthening the core curricula to meet the needs of at least 80% of the students enrolled at MGHS. PBIS training and planning began in August 2009 and the school has plans to kick off PBIS structure this fall with focus on one behavior – “On Time Plan.”

Chippewa Falls Middle School

The Chippewa Falls Middle School is one of the largest middle schools in the state of Wisconsin with 1065 students spread across grades six through eight. Organized as a true middle school, the CFMS structure includes cross-curricular teaming, professional learning communities, physical education and music offerings daily, and a rich electives offering. CFMS has been working on an RtI structure for reading for six years, math for two years, and behavior (PBIS) for two years. Heidi Eliopoulos, Seventh Grade Principal, and Nicole Demske, School Psychologist will share information on this progressive middle school.

Apollo High School

St. Cloud Apollo High School is an urban school with approximately 1250 students in grades 9-12. The student body includes 30% students of color and nearly 1 of 2 students is on free or reduced priced lunch. Apollo High School has been developing and implementing systems in RtI/PBIS since 2006. With a focus on Positive Behavioral Interventions and Supports strategies throughout the school system, Apollo has experienced consistent improvement in student behaviors. Data show the percentage of students in Tier I has increased from 58% to 82% over the course of implementation. Presenters will highlight the universal systems put in place that

promote appropriate behaviors and will share a Tier II-III intervention model for struggling students.

Institute Speakers and Facilitators

Ben Ditekowsky, Ph.D. (Intermediate and Formative Student Assessment at the Supplemental and Intensive Levels [Tier II and Tier III])



Benjamin Ditekowsky is the regional evaluator for I-ASPIRE. He received his Ph.D. in the area of Special Education from the University of Oregon in 2002. Ben has taught courses in instruction, characteristics of special education students, and assessment. In addition, he has supervised and evaluated pre-service teachers, coached teachers in the field, provided staff development in data-based, decision-making, and he has collaborated with school staff in grant writing activities. Ben has worked as an educational consultant, a behavior specialist, and as a classroom teacher in both general and special education classrooms. Finally, in addition to being the regional evaluator for IASPIRE, Ben is currently working as the Director of Assessment, Intervention and Research in Lincolnwood School District 74.

Rob Dixon, Ph.D. (Intervention Action Planning Session Facilitator)



Dr. Robert J. Dixon, NCSP is currently an assistant professor and director of the school psychology program at the University of Wisconsin-La Crosse. He has actively practiced in the schools for 20 years serving all age levels as both a practitioner and a consultant. He was a mentor for the REACH program and focused on secondary programs in La Crosse, Onalaska and La Crescent, MN. He has presented on RtI practices for secondary schools at the local, state and national levels.

Elizabeth Witter Freeman (Assessing the Core: Summative, Systemic Data Tools)



Dr. Elizabeth Witter Freeman received her doctoral degree from the University of Wisconsin-Madison. Currently, Elizabeth serves as an Educational Consultant and Instructional Data Coach for the Midwest Instructional Leadership Council with a special focus on secondary applications of response to intervention. She most previously worked as a school psychologist in the Monona Grove School District (in Monona, Wisconsin) pioneering practical application of Response-to-Instruction (RtI) at the secondary level. Dr. Freeman has extensive experience presenting, training, and collaborating on systems-change in the schools on topics such as problem-solving, data-based decision making, data infrastructure, consultation, RtI, and special features of secondary school best practice. She has been involved in research investigating the evidence-base for school-based interventions, the impact of interventions for students from diverse backgrounds, the treatment acceptability of school-based interventions for families, and data decision-rules for monitoring secondary student growth. Her interests include training of pre-service school psychologists and secondary application of Response-to-Instruction systems of service delivery.

Diane Jensen, MSE – (Strengthening Tier 1 Instruction Using Differentiation)

Diane Jensen, MS, is a Special Education Teacher/Instructional Facilitator for Monona Grove High School. She has been a leader in developing the RTI framework at MGHS for the past 5 years providing staff development for staff on topics of RTI, differentiation, learning strategies, differentiated assessment tools, and has been involved in the synthesis and analysis of building data.

Sara Johnson, MA – (Keynote address)



Sara Johnson is the Principal at Lakeside Elementary in Lindstrom, MN. Lakeside Elementary is a 3rd, 4th and 5th grade building in the Chisago Lakes School District with approximately 525 students. Prior to becoming the Principal at Lakeside in the fall of 2011, she was the Associate Principal at Chisago Lakes High School for nine years. She has also served as a school counselor and dean/counselor at CLHS. Chisago Lakes High School is known for their innovative approach to Response to Intervention since 2004. Recently she has started working with St. Cloud State University as an adjunct professor teaching graduate classes on implementing RtI. Sara's focus has been on establishing an effective RtI system in a high school of approximately 1200 students' grades 9-12. This fall Sara and her co-authors; Holly Windram and Kerry Bollman, will publish their first book with Solution Tree "How RtI works in Secondary Schools: Building a Framework for Success". Her presentations will provide real-life, hands on experiences for educators working to implement an RtI system at their school. She believes that all students can learn and it's our role and responsibility as educators to provide them that opportunity.

Christine Martin, Ph.D. – (Problem Solving: A Method for the Madness)



Christine Martin began her career as a school psychologist in Illinois at the LaGrange Area Department of Special Education, after earning her degree at the University of Oregon. She then moved to Indian Prairie School District where she served as a school psychologist, and later as school psychologist coordinator. Her direct work with RTI implementation began in 2003, serving as a RTI/Problem Solving Coach for Indian Prairie District, and concurrently as a Regional Coordinator for the Illinois ASPIRE/RTI Partnership grant, and currently as Professional Development/School Improvement Coordinator for the School Association for Special Education in DuPage County (SASED). Christine has worked with teams on RTI and problem solving at all levels (EC-HS) for many districts and organizations at the state level and nationally.

Brad Niebling, Ph.D. – (New Perspectives on Curriculum Alignment in Tier 1 Instruction)



Brad is an educational consultant and instructional data coach for the Midwest Instructional Leadership Council as of July 2011. Brad recently spent eight (8) years as school psychologist, Regional Staff Support Specialist, and Alignment Specialist for Heartland Area Education Agency 11 in Johnston, Iowa. Brad's primary professional interests include intended, enacted, assessed, and learned curriculum alignment issues; response to intervention (RtI); school wide decision-making frameworks; program evaluation; large-scale accountability programs; research-based practices; and the inclusion of students with disabilities in each of these contexts. Additional areas of professional interest for Brad include mentoring and supervision of school psychologists, consultation, and non-traditional roles for school psychologists, and working with children with challenging behaviors and anxiety disorders. Brad earned both his Master's and doctoral degrees. in educational psychology, with an emphasis in school psychology, from the University of Wisconsin – Madison.

Nichole North-Hester, MA - (Strengthening Tier 1 Instruction Using Differentiation)

Nichole North Hester is in her 9th year as a science teacher at Monona Grove High School. She is an active member of Monona Grove's successful RtI implementation and leadership teams regarding both academics and behavior. Nichole has presented on the implementation of RtI in the classroom through the use of a continuous improvement cycle, data based decision making, differentiation, and PBIS in many settings from department meetings to national conferences. She earned her M.A. from Skidmore College in Saratoga Springs, NY and her B.A. from Middlebury College in Vermont.

Ed O'Connor, Ph.D. - (Assessing the Core: Summative, Systemic Data Tools)



Ed O'Connor is the lead educational consultant and instructional data coach for the Midwest Instructional Leadership Council. Prior to joining the Midwest Instructional Leadership Council, Ed served the Monona Grove School District in Wisconsin for 15 years as a school psychologist and most recently as the Director of Continuous Improvement and Assessment. Ed has worked in the schools at all levels from 4K-12. Ed also has worked at the collegiate level as he frequently is a lecturer in the School Psychology Program at the University of Wisconsin-Madison. Ed earned his undergraduate, masters, and doctorate degrees at the University of Wisconsin-Madison. Ed has longstanding research interests in the areas of reading instruction, bridging the research-practice gap, systems change and models of continuous improvement in education, problem solving/response to instruction. Ed has published several articles in professional journals and newsletters and is a frequent presenter on these topics at state and national conferences.

Madi Phillips, Ph.D. – (Evidence-based Academic Interventions)



Madi Phillips, PhD., NCSP is a Regional Coordinator for I-ASPIRE North, an OSEP and Illinois State Board of Education funded project designed to support implementation of Problem-Solving in a 3-Tier model, including RtI. She has spent the last 13 years as a school psychologist and consultant for urban, suburban, and rural school districts that included students from diverse socio-economic, racial, and ethnic backgrounds. Her focus in these districts was ensuring effective academic and behavioral programming through data-based decision making. She received her doctoral degree from the University of Oregon in school psychology.

Holly Windram, Ph.D. – (Keynote Address)



Holly Windram, PhD. (University of Minnesota) is the Chief Education Officer for the Grand Rapids Christian Schools in Grand Rapids, MI. Prior to that she spent nine years at the St. Croix River Education District (SCRED) in Minnesota as a School Psychologist and then the Director Special Education. She served on the SCRED RtI Leadership Team for six years and was statewide trainer for SW-PBS with a focus on data use and engaging disengaged learners. She is the lead author of *Implementing RtI in Secondary Schools* (Solution Tree; publication date October 2011). Holly consults and presents nationally on RtI implementation in secondary settings across assessment, instruction, and problem-solving & organization.

Registration Information and Instructions

Registration Information

Registration Fee - \$180.00 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**

Payment can also be made through major credit card. Please follow the instructions as outlined in the online registration program.

Lodging Options:

A block of rooms for this Research to Practice Institute have been reserved at the Institute hotel, the **Stoney Creek Inn** at the rate of \$70.00 per night (double occupancy) plus applicable state and local taxes. These room rates are available until **October 14, 2011**.

Reservations at the **Stoney Creek Inn** can be made directly with the hotel. The Block ID number for this event is **1717207**. Contact information for the hotel is as follows:

**Stoney Creek Inn
3060 South Kinney Coulee Road
Onalaska, Wisconsin 54650
608-781-3060
800-659-2220
www.stoneycreekinn.com**

Institute Registration

Registration for **Secondary Applications of Response to Intervention: Effective Frameworks and Practices** is available online by selecting the following link:

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

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/secondaryapplicationsofrti>

2. Complete all personal information and data as required on the personal information section of the registration form. Please note that you will be required to create a personal profile and password. This information will be required should you wish to edit, change, or cancel your registration.
3. Select an afternoon breakout session and a school showcase session that you would like to attend, also in the afternoon from the **Institute Agenda** section of the registration form. Please use the drop down menu to make your selection.
4. If you wish to add additional registrations, you can do so from this page by selecting the **Add Another Person** button. You will also have this option before checking out.
5. As you continue the registration process, please select payment options for **Secondary Applications of Response to Intervention: Effective Frameworks and Practices**. Payment options include the following:
 - a. **Major Credit Card** (If you choose this option, please enter the requisite information as outlined on the screen).
 - b. **Purchase Order** (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)
 - c. **Check** (If you choose this option, please make checks payable to the **Midwest Instructional Leadership Council**).

Please send purchase orders and checks to the following:

Midwest Instructional Leadership Council

ATTN: John H Faust

PO Box 1106

Sun Prairie, Wisconsin 53590

6. Once payment information has been entered, click on the **Finish Your Registration** button.

Cancellation Policy

This is a non-refundable event; however, substitute registrations can be made.