



2010 Leadership Conference
**Strategies and Interventions in Reading and Math:
 What Does Good Instruction Look Like?**
 October 14 – 15, 2010
 Hilton Hotel, Mystic, CT

Overview: This conference has been designed to provide participants with practical strategies to implement SRBI. Focus will be broken down into Reading and Math Strategies/Interventions both at the elementary and middle school level. It will serve as the first ConnCASE Leadership Forum.

Audience: District teams of central office and building administrators, other educators, and support services professionals facilitating the implementation of SRBI are encouraged to attend.

Agenda: Registration will be available Wednesday evening, October 13, 2010 from 5:00 p.m. to 7:00 p.m.

<u>Thursday, October 14, 2010</u>		<u>Friday, October 15, 2010</u>	
7:30 a.m. to 8:30 a.m.	Breakfast/Registration/Vendors	7:30 a.m. to 8:30 a.m.	Breakfast/Vendors
8:30 a.m. to 8:45 a.m.	Opening Remarks	8:30 a.m. to 10:30 a.m.	Keynote Presentation
8:45 a.m. to 9:00 a.m.	Bureau Update	10:30 a.m. to 11:00 a.m.	Break/Vendors
9:00 a.m. to 10:30 a.m.	Keynote Presentation	11:00 a.m. to 1:00 p.m.	Keynote Presentation (continued)
10:30 a.m. to 11:00 a.m.	Break/Vendors	1:15 p.m. to 2:15 p.m.	Closing Remarks/Luncheon
11:00 a.m. to 12:30 p.m.	Keynote Presentation (continued)		
12:45 p.m. to 1:45 p.m.	Lunch/Vendors		
2:00 p.m. to 4:00 p.m.	Concurrent Sessions		
4:00 p.m. to 5:00 p.m.	Attendee Networking Reception		

Registration Information: Applications should be sent with registration fee to **ConnCASE** by **September 24, 2010**. Districts are encouraged to send a team inclusive of a building administrator. The **registration fee of \$225 per person** will cover participation in the full conference, including continental breakfast and buffet lunch on Thursday and Friday. Applications from teams comprised of three or more will be granted a reduced registration fee of **\$210 per person**.

CEU Information: Preregistered participants who successfully complete requirements for attendance and a post-activity application of learning will be awarded **.5 CEUs** for participation on Thursday, October 14th (Day One) and **.4 CEUs** for Friday, October 15th (Day Two). Details will be provided with registration materials at the conference.

Overnight Accommodations: The Mystic Hilton has reserved rooms at a discounted rate for anyone wishing to stay overnight. This discounted room rate of \$159 plus tax is valid for the evenings of **October 13, 14, 15 only**. We have extended the special room rate to Friday evening so families would be able to enjoy Mystic on Saturday. For reservations, please contact the hotel directly at (860) 572-0731 or 1-800-HILTONS. Please mention you are attending the **ConnCASE Conference** to receive the discounted room rate. The deadline to receive the discounted rate is September 15th, so please make your reservations early.

For Further Information: Please contact Allyson Deckman at 860.548.1747 or info@conncase.org.

Thursday, October 14, 2010

Morning Keynote Presentation:

Stephanie Gottwald

She is the primary trainer for the RAVE-O program, a systematic reading fluency and comprehension curriculum. Ms. Gottwald holds a master's in linguistics and is completing a Ph.D. in language and literacy. She has conducted numerous workshops on reading fluency instruction and assessment and on reading disabilities for educators across the country and is the author of many research articles on reading and reading disabilities.

Blowing the Lid off Reading Achievement: How Small Changes in Instruction can have Big Results

Ms. Gottwald challenges the way we teach children to read. She champions an approach to reading fluency and comprehension that includes fluency as a goal from the very first day children begin to learn to read. This approach must engage every cognitive, emotional, and linguistic system involved in deriving meaning from words on a page. In this presentation, Ms. Gottwald will present the latest research findings on reading fluency and the necessity of simple strategies for developing reading fluency and comprehension of text in every classroom and for every child.

After this workshop, participants will be able to:

1. List and describe the elements of a componential fluency model;
2. Define naming speed tasks and their function in identifying fluency deficits;
3. Discuss why rich oral language knowledge is essential for developing reading fluency and comprehension;
4. Distinguish between teaching skills versus teaching strategies;
5. List two classroom strategies for addressing fluency deficits;
6. Discuss the rationale for integrating fluency approaches in the classroom for all students.

Afternoon Concurrent Sessions:

1 ***Keynote Follow-up: Research Based Reading Fluency Approaches in the Classroom***

Presenter: Stephanie Gottwald, Research Coordinator, Tufts University

Ms. Gottwald will present concrete lesson plans and approaches for developing reading fluency in variety of classroom settings. Strategies for adapting lessons to effectively build reading fluency in ELL, special education classrooms and learning centers will also be discussed. Participants will leave this session with materials they can implement immediately when they return to their classrooms.

2 ***Vendor Series: SRBI Documentation: Presenting SRBI history in the Special Education Referral Process***

Presenter: Richard Thomas, Consultant Centris Group/IEP Direct

This presentation will focus on the use of data in the continuum of the referral process and the evaluation of program effectiveness of reading and math interventions in SRBI.

3 ***Vendor Series: Best Practices in LD Identification in the Context of RTI***

Presenter: Michael Grau, AIMSWEB

A presentation on the latest models for doing comprehensive evaluations, including RTI data, which cover the processing strengths and weaknesses that research has shown to be associated with learning disabilities. This will help school staff understand the latest assessment techniques in order to conduct good evaluations or adequately analyze evaluation results at CSE meeting to decide whether to classify a student or not.

4 ***Model Middle School – Reading Comprehension***

Presenter: Marion Frederickson, Reading Intervention Instructor, Mary Ellen Czapor, Special Education Instructor and Lynn Bennett-Wallick, Principal, Ansonia Middle School.

We will talk about how we restructured the Middle School program to meet the needs of students at all levels. In addition, we will focus on the way in which we develop strategies and use reading programs to support special education students and all students in need of intervention. Lastly, we will show the way in which we collect data, monitor student progress and report our findings. Our long term goal is to close the achievement gap. Our short term goal is to give all students the tools they need to be successful.

5 ***Orientation for New Administrators in Special Education – “CSDE Meet and Greet”***

Presenters: CSDE Consultants

This session is the first in the series for New Administrators in Special Education

Friday, October 15, 2010

Full Day Keynote Presentation:

Amanda M. VanDerHeyden, Ph.D

Dr. VanDerHeyden is a private consultant and researcher who has worked as a researcher, consultant, and national trainer in a number of school districts and published more than 50 scholarly articles and book chapters related to RTI. In 2006, Dr. VanDerHeyden was named to a National Center for Learning Disabilities advisory panel to provide guidance related to RTI. She is associate editor of *School Psychology Review*, serves on the editorial boards of several journals including *School Psychology Quarterly* and *Journal of Early Intervention*, and has recently co-authored *Essentials of Response to Intervention* (with Dr. Matthew Burns) and co-edited *The Handbook of Response to Intervention* published by Springer in 2007. Dr. VanDerHeyden received the 2006 Lightner Witmer Early Career Contributions Award from the APA for her scholarship on early intervention, RTI, and models of data-based decision making. She serves as research advisor to iSTEPP, has published measures of early numeracy for preschool and kindergarten children, and currently directs research projects in early numeracy with children in preschool and kindergarten.

RTI for Mathematics

Use of RTI decision making has been shown to improve achievement and improve equity and accuracy of identification for specialized services. Yet, effects attained with RTI depend upon the adequacy of implementation. The devil is in the details. If RTI is to be used for decision making, then procedures must be followed to ensure that the data and resulting decisions are meaningful. Dr. VanDerHeyden's presentation will focus on how to evaluate and ensure the technical adequacy of RTI implementation for mathematics. This presentation will provide "how-to" details needed to evaluate tier 1 instruction, successfully plan and implement classwide interventions for mathematics, and plan and implement tier 3 intervention. Special attention will be paid to the findings of the National Math Advisory Panel (2008) as a context for implementation of multi-tiered interventions. Participants will learn to select measures, to use data for intervention planning, and to plan and implement interventions for maximal effect.

Learning Objectives:

1. Understand recent empirical findings concerning adequate Tier 1 mathematics instruction.
2. Understand how to select measures for screening in mathematics.
3. Understand how to use screening data in mathematics to identify the need for schoolwide, classwide, small group, and individual interventions.
4. Understand how to plan and implement interventions for maximal effects in mathematics.
5. Understand how to evaluate local implementation efforts (adequacy of screening data, integrity of implementation, and potential system outcomes).

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Conference Application Form

Registration Deadline: September 24, 2010

Fee: \$225 per person. Applications from teams* of three or more will be given a reduced fee of \$210 per person. (*Teams must include a building administrator.) Please make checks payable to **ConnCASE**. This application form may be duplicated for additional team members.

District/Region _____ School/Program _____ Work Phone (____) _____

Team Member #1/Contact _____

Work Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print) _____

Please check if needed: Vegetarian Lunch _____ Special Accommodations (please specify) _____

Please indicate concurrent session preferences: October 14th (1-5) 1st choice _____, 2nd choice _____, 3rd choice _____

Attending Both Days? ___ YES ___ NO

Attending Lunch on Friday? ___ YES ___ NO

Team Member #2 _____

Work Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print) _____

Please check if needed: Vegetarian Lunch _____ Special Accommodations (please specify) _____

Please indicate concurrent session preferences: October 14th (1-5) 1st choice _____, 2nd choice _____, 3rd choice _____

Attending Both Days? ___ YES ___ NO

Attending Lunch on Friday? ___ YES ___ NO

Team Member #2 _____

Work Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print) _____

Please check if needed: Vegetarian Lunch _____ Special Accommodations (please specify) _____

Please indicate concurrent session preferences: October 14th (1-5) 1st choice _____, 2nd choice _____, 3rd choice _____

Attending Both Days? ___ YES ___ NO

Attending Lunch on Friday? ___ YES ___ NO

**Please mail completed application form with purchase order or check by Friday, September 24th to:
ConnCASE, 330 Main Street, Third Floor, Hartford, CT 06106**

FAX: (860) 541-6484

****If payment is not received within 30 days after the conference (with a purchase order),
a late fee of \$15.00 will be assessed every 30 days not paid to the outstanding balance****