

# RTI and PBIS: You Can't Have One Without the Other

Sponsored by Manchester College Education Department



Cara Bergen, a 1987 Manchester College graduate with Elementary Education Bachelor of Science Degree, is currently an Assistant

Superintendent of Schools that functions as the Executive Director of the West Coast Center for Education Excellence (WCCEE). She is also a founding creator of Tier I Model (RTI) of Response to Instruction (RtI) and educates professionals how to create effective and efficient teaching methods.

Dr. Joni Schmalzried is an assistant professor at Huntington University who has 10 years of experience as the Director of Special Education for the Wabash Miami Area Program for Exceptional



Children. She has a bachelor's degree from St. Francis College and a masters and doctoral degree from Ball State University. Dr. Schmalzried also has her license to teach students with learning disabilities, emotional disabilities, and mild to severe cognitive disabilities.

Join us on November 11, 2011 for a three hour workshop featuring Cara Bergen and Dr. Joni Schmalzried who will discuss the importance of using the Tier I Model (RTI) of the Response to Instruction (RtI) method and Positive Behavior Interventions and Supports (PBIS) in today's classrooms.

**Location:** Upper Union: Lahman and Speicher Rooms

**Schedule:**

8:00-8:30 am..... Registration: Don't forget your CARE badges!

8:30-10:00 am..... Session One:

RTI for Elementary and P12 Educators\*

PBIS for Secondary and P12 Educators\*

10:00-10:15 am..... Break

10:15-11:45 am..... Session Two:

RTI for Secondary and P12 Educators\*

PBIS for Elementary and P12 Educators\*

\* P12 teacher candidates will choose to follow the Elementary or Secondary program area.

**Attending these two workshops will further develop teacher candidates' abilities in the CARE objectives including:**

- A2 – Assesses learning through standardized and/or teacher constructed tests to drive future instruction
- A3 - Assesses learning through appropriate alternative measures to drive future instruction
- R1 - Demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and/or community agencies
- R2 - Demonstrates with full awareness of ethical and legal responsibilities of teachers
- R3 - Values life-long learning, personal/professional development, and/or service orientation
- R6 - Motivates students to learn individually, collaboratively, and cooperatively
- E1 - Differentiates learning opportunities that respond to individual learning styles and learning challenges
- E2 - Uses a variety of teaching methods and materials
- E5 - Manages student behavior in positive, safe ways
- E7 - Engages in research and reflection on best practices in teaching strategies

**Attending these two workshops will enhance professional teachers' abilities to perform in the follows professional standards including:**

**Standards for Reading Professionals:**

**Standard 2 Curriculum and Instruction**

\*use of instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing;

**Standard 3 Assessment and Evaluation**

\*use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction

**Standard 5 Literate Environment**

\*create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments

**InTasc Standards for professionals:**

**Standard #2: Learning Differences**

Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards by making appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

**Standard #3: Learning Environments**

Create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation by managing the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention

**National Board Professional Teacher Standards:**

**Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

Deliver effective instruction by moving fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

Engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.