

Consortium Minutes
November 4, 2005

Welcome by Mark Riding- Welcomed everyone. He talked about the survey from the last consortium. 76% said that there was a moderate to substantial need for literacy training. 67% said they needed basic or supplemental to intensive training. 32% said they were dissatisfied with professional development training. One third said they were not sure of the materials used in regular education, 40% weren't sure of materials used in tier II and 37% weren't sure about materials used in tier III. 85% said they were dissatisfied with student outcomes. This shows a need for training throughout the state.

Leadership Report: Bruce Schroeder - Bruce announced the annual request for proposals (hand-out in folder) for this coming year, with the focus on numeracy. Feb 1st is the deadline, to be implemented July 1. He also focused on a letter in the folder from Margaret Spelling, US Education Secretary, concerning highly qualified teachers.

Nan Gray – announced personnel changes at the USOE: **Wendy Carver** from Murray district has joined the USOE. **Cheralyn Creer** and **Karen Kowalski** are leaving and their positions will be open soon. She said she needed help in filling those positions.

Debbie Ballard talked about the upcoming CEC conference. Planning is going ahead. She said they need help with volunteers (300). Volunteer registration will be online starting in December. If you volunteer for 8 hours you get 40% off registration fee.

Ginny Eggen presented this month's Utah Special Educator. It is the monograph on literacy. She highlighted a few articles from the issue. Monte Vista Elementary was the focused school this month. She also called attention to our "good-bye" to **Jerry Christensen** and **Jim Curtice** on the back cover.

Mark plugged the Reading Basics Institute. There is still room to get teachers into this conference. Mark also mentioned that they want to expand the CSPD leadership team with a member of the charter schools and one more urban district. If you or someone you know is interested in being on this team, please let Mark know (markr@updc.org).

Presentation: American Indian Teacher Training Program. – John Hosp, University of Utah - This program is under the direction of John Brayboy. The purpose of this program is to train American Indians to become teachers in the Indian communities. This is a two year program. This provides a great deal of financial support (six semesters). The degrees need to lead to certification. (Only 7.92% of the state's teachers are American Indian.)

Presentation: Math Corner - Julie Mootz – On page 56 of this month's Utah Special Educator is the first in a series of articles about numeracy. Julie showed the website called "Math Corner", developed to help teachers teach math (go to www.updc.org - left hand corner on main page is "math corner"). This is dedicated to providing the necessary tools for teachers to teach math. Information on the core is available there. There are also other links to other websites for information on math. The purpose of this site is to have one location for teachers to go to instead of trying to search everywhere for this information.

Presentation: RIT – Response to Intervention –

Nan Gray handed out the NASDSE document for Response to Intervention. There are eight areas of discussion for RtI. This book is a nice overview of RtI. Nan asked those who have seen this book to email her with their impressions (nan.gray@schoolsutah.gov)

John Hosp discussed how do states let districts use RtI. How do we determine "how" and how to we follow the guidelines. There's a lot of movement on how to define RtI. There is a lot of support for people working to disseminate the information that is already out there. The best thing we can do is to share the information with colleagues. There are lots of things that we are already doing. Professional development is paramount to successful RtI. Think about what you already have in place and how you can implement what is needed.

Tom Burchett talked about RTI in the Salt Lake City School District. He said that RtI is not a special education initiative. It is a school-wide initiative. It is embracing accountability. Think big, start small and go slow. **Think big:** high quality instruction that is matched to student needs. Data that provides rate over time and level of performance and problem solving model that provides framework for making decision. Role of special education staff in this brave new world: selection of school wide curricula; professional development; design school's continuum of interventions; may be one of the interventions collaborative problem solving team member. Implications for eligibility determination: eligibility consideration; eligibility decision; classification. (Instruction strategies adapted to the students needs to meet the requirement of education.) **Start Small:** Reading K-3; benchmarking, progress monitoring; collaborative teams; and professional development. **Go Slow:** Role of Sp Ed in the interventions; what happens to caseloads (up or down); what happens to funding; what about the other areas, math, behavior, what about other grade levels; what will eligibility requirement allow?

Amber Landward said that the essential component of RtI is qualified professional development. They are working on redrafting the TA document from last year. The focus will be on implementing the three-tier

model. Amber plugged the conference in June on tiered-instruction, June 12-14 at the Provo Marriott. This conference is meant for all levels of implementation of the tiered model. She said they want teams to come (criteria on flyer). There have been lots of requests for tier-3 training. Language! Training will be available in January. Site schools are now available (get list from Amber)

Mark Riding said that in the school he was in, they used the three-tier model in order to meet AYP. This needs to not be viewed as a special education initiative. We need some two-way communications with general education about what this is and how it make it work.

Discussion Groups: The consortium was broken up into groups to discuss what is working in their districts and to share ways to implement RtI. UPDC staff facilitated each group.

Kit Giddings: Garfield is having excellent results in UBSCT (language training). Needs for these rural districts are different than the urban districts.

Michael Herbert: Discussion of needs of the districts; need for UPDC to connect with districts a bit more. Main components: absolute essential component of coaching. SLC has a DIBELS coach that puts out DIBLES Digest each month (one way to back up teachers).

Connie Nink: Focus this year was the same...reading, writing and math. A lot of them have performance bonuses or stipends for teachers who complete trainings. They wanted to know where to get web info.

Ginny Eggen: Her group discussed the idea of taking something you train on and then getting it implemented into your district. Some districts use a study group approach to get information out to the districts. They also talked about the essential part that coaching plays in their districts.

Susan Loving: UPIPS is a big thing with the districts she worked with (Uintah area). Paying teachers to go to training helps to get them to attend. Barriers – distance is a huge piece of the problem. Some districts can't leave their districts for training. Evaluation of the effectiveness of the training is a big thing. The teachers are not getting the message.

Hollie Pettersson and Amber Landward: Universal needs: data (which data is the most beneficial to use); challenge with the consistency of the message or training; Follow-up piece, and how to implement the training.

Suraj Syal: The three districts he met with are ready to go. They have new-teacher cohorts and LEA training about three times per year. There are district-wide behavior support teams. Creative solutions: provide materials for people as part of training; provide lane change for trainings; have access to resources and materials; and have planning time. Barriers: time...finding the time to do all the things are going on. Online course for IDEA (Provo). Evaluate successful programs; have walk-thrus and evaluation teams. Have TA assigned to schools. They would like to see more from the UPDC to define what highly qualified means and to have more training from the UPDC.

Julie Mootz: A lot of SIOP and RtI are going on. They discussed creative ways to help a small district: use polycom and try to get people together for training. They said they appreciate one on one from UPDC and the training that goes on from there.

Mark asked for feedback on Consortium. If you have comments or suggestions please email him at mark@updc.org. Next meeting on December 16, 2005 at the SLCC Larry Miller Center.

Meeting adjourned at 11:50 am.

Those in attendance:

DiAnne Adams	Peggy Fratto	Chris Kupfer	Tammy Pettigrew
Vicki Ahlstrom	Janet Gibbs	Amber Landward	Mark Riding
Debbie Ballard	Kit Giddings	Lorna Larsen	Zena Robinson
Joyce Barnes	Nancy Glomb	Anna Lefevre	Randy Schelble
Marci Belnap	Lynda Golding	Marilyn Likins	Bruce Schroeder
Catherine Benitz	Barbara Graves	Cathy Longstroth	Cheryl Smith
Tom Burchett	Nan Gray	Susan Loving	Ellen Stantus
Wendy Carver	Bruce Guyman	Kathryn McCarrie	Vonnie Steele
Dawnne Casey	Annalee Hansen	Pam McKinney	Suraj Syal
Greg Chappell	Michael Herbert	Ann Miller	Jocelyn Taylor
Peggy Childs	Catherine Hoelscher	Peggy Milligan	Tanya Toles
Kay Clark	John Hosp	Julie Mootz	MarVele Tycksen
Brent Coffman	Cheryl Hunt	Dan Morgan	Mary Vaughan
Harriet Dickerson	Diane Johnson	Connie Nink	Jan Whimpey
Shannon Dulaney	Tom Johnson	Pam Norton	Laraine Whitear
Ginny Eggen	J Lynn Jones	Susan Ord	Marilyn Williams
Jan Ferre	Nancy Jones	Lowell Oswald	Peggy Wittwer
Darla Fowers	Pat Jones	Jim Payant	
Pat Frandsen	Paula Kashiwaeda	Hollie Pettersson	