

NASDSE

2011-2012

Professional Development Series

SAVE THE DATES

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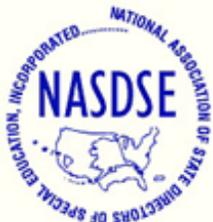
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About the Series:

One of the major responsibilities of state education agencies is to support local districts build their capacity to deliver high-quality services to improve student outcomes. The National Association of State Directors of Special Education's (NASDSE) ongoing work with the U.S Department of Education, national organizations, technical assistance providers, respected researchers and other stakeholders uniquely positions us to identify and deliver content on the most relevant issues affecting teachers and administrators. Through four, two-hour sessions, the NASDSE Professional Development Series will deliver thought-provoking, professional development on the most current topics that can be easily integrated with the professional development services of any state.

Meeting Professional Development Needs:

The NASDSE Professional Development Conferences are not a one-time event! Subscribing states will be provided with a fully accessible, state-of-the-art web delivery system that includes features such as a searchable knowledge base of information, conference chapters for easy navigation and accurate transcription of all conference content. To facilitate dissemination of conference-related information, a contact person from each subscribing state will receive login information to the site. This login will provide that state's viewers with access to the online conference presentation page where all related PowerPoint presentations and other resources will be available for download. The state education agency also receives a master DVD that it can reproduce and distribute. This year, for the first time, we will be releasing two conferences and their corresponding DVDs together – one set in the fall and a second set in the spring. Beginning with each of the release dates, the conferences will be available online 24 hours/7 days a week for the convenience of your viewers. This allows states to provide flexible, highly affordable opportunities to reach stakeholders to support their continued learning and need for current, relevant information.

State education agencies can purchase the entire NASDSE Professional Development Series of four conferences for only \$4,500, receiving unlimited access to the content of the series for ALL stakeholders in their states. Subscribing states receive unlimited rights to rebroadcast and reproduce these conferences for in-state, noncommercial use. States can use these conferences in a variety of ways such as hosting local screenings of the conferences with discussion groups, distributing DVD copies to professionals at state conferences, showcasing conferences in higher education teacher preparation programs, placing DVD copies in libraries, broadcasting conferences on statewide television networks and utilizing them to meet state continuing education requirements. There are endless creative ways to make the most of these conferences!



NASDSE 2011-2012 Professional Development Series **Fall Schedule**

We're Better Working Together: Recommendations for Improved Coordination Between Title I and the IDEA

Title I of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) largest U.S. Department of Education investments that support K-12 education in our country. The U.S. Department of Education has promulgated numerous regulations and written many guidance documents that help guide implementation of these laws. In addition, states have their own rules. All these laws, regulations and guidance documents are intended to ensure appropriate services for students who are eligible for Title I and/or special education services. It is conservatively estimated that, of the more than 14 million students served by Title I and the 7 million served by the IDEA, approximately 2.5-3 million are served by both programs. Often there is confusion at the district and school levels because of inconsistent definitions for the same terms, data collections are done at different times, and there is a general lack of understanding about how these programs should work together. In this conference, leaders from the Kansas State Department of Education and two national organizations will discuss some of the issues that impede better coordination between the two laws and recommend actions that could occur at the national, state and local levels to help the programs work better together.

Presenters:

Colleen Riley, Director, Kansas Special Education Service Team, Kansas State Department of Education

Judi Miller, Assistant Director, Title Programs and Services, Kansas Department of Education

Richard Long, Executive Director, National Title I Association

Bill East, Executive Director, National Association of State Directors of Special Education

Section 504 Issues for Students with Disabilities: Case Law and Implications for Practice

Special education students are general education students first. Educators are often reminded of this truth when discussions are about standards, curriculum, assessment and accountability issues. But when the conversations turn to law and dispute resolution matters, people quickly focus on the Individuals with Disabilities Education Act (IDEA) statutory requirements and regulations, especially those issued by the U.S. Department of Education. However, another important law, Section 504 of the Rehabilitation Act applies to all students, not just students receiving services under IDEA. In this conference Dr. Zirkel will address current Section 504 case law where special education students were involved and talk about the implications for practice. In addition to staff and local school personnel, states should consider making this conference available to their legal counsel, hearing officers and attorneys who represent schools/districts.

Presenter: Perry Zirkel, Professor of Education and Law, Lehigh University



NASDSE 2011-2012 Professional Development Series **Spring Schedule**

Providing Education Assessments Appropriate for Every Student: Is It Possible?

During a conference in NASDSE's professional development series last year, representatives from the Council of Chief State School Officers and the National Governors' Association discussed the Common Core State Standards initiative. They indicated that assessments aligned with these standards were being developed for both general and special student populations. Actually, there are four assessment consortiums – two focusing on general education and two addressing students with the most significant cognitive disabilities. The general education consortia are the Partnership for Assessment of Readiness for College and Careers and the Smarter Balance Assessment Consortium. The two consortia addressing special needs are the Dynamic Learning Maps Alternate Assessment System and the National Center and State Collaborative. During this conference, representatives from these consortia will talk about the development of the assessments, progress to date and what to expect in the future.

Presenters:

Neal Kingston, Project Director, Dynamic Learning Maps, Center for Educational Testing and Evaluation, University of Kansas

Rachael Quenemoen, Project Director, National Center and State Collaborative, University of Minnesota

Martha Thurlow, Director, National Center on Education Outcomes, University of Minnesota

It's 2012: Do You Know Where Your RTI Is?

NASDSE has been promoting Response to Intervention (RTI) since 2003. Since then, other labels came to be used for this initiative, such as Response to Instruction (RTI), Multi-Tiered System of Supports (MTSS) and Multi-Tiered System of Student Supports (MTSSS) among others. NASDSE's work has included other professional development conferences and publications. Our most notable publication is a book first published in 2006, "Response to Intervention: Policy Considerations and Implementation," with more than 86,000 copies in print. The past was good, but what is happening now? The implementation of RtI, as originally considered, has changed in response to the analysis of implementation data, the changing landscape of public education, its implementation at the pre-K and secondary levels and the integration of both academic and behavior applications (e.g., positive behavior instructional supports (PBIS) and RtI) into single delivery systems. In this conference, two well-known leaders in the RTI movement will talk about the current status of RTI in states and schools, lessons learned from years of implementation, exemplary programs and practices, what the data are telling us and what to expect from this initiative in the future.

Presenters:

George Batsche, Professor and Director, Institute for School Reform Project Director, Florida Statewide Problem-Solving/RtI Project, University of South Florida

W. David Tilly, Director, Innovation and Accountability, Heartland Area 11 (Iowa)



NASDSE 2011-2012 Professional Development Series

Bios

Dr. George Batsche is the Director of the Institute for School Reform and Project Director for the implementation of the Florida Statewide Problem-Solving/RtI Project at the University of South Florida. He has more than 35 years of experience as a school psychologist, building principal, district administrator and university professor. Dr. Batsche has received more than \$40 million in funding from federal and state grants to implement and evaluate district-based initiatives in problem-solving, response to intervention and bullying prevention and intervention. He is a co-author of NASDSE's "Response to Intervention: Policy Considerations and Implementation" and "Problem Solving/Response to Intervention: Evaluation Tool Technical Assistance Manual." He also has authored or co-authored numerous journal articles and book chapters on the implementation of Response to Intervention (RtI). Dr. Batsche serves as the technical consultant for the implementation of RtI for numerous state education agencies and school districts.

Neal Kingston, Ph.D. is Associate Professor in the Research, Evaluation, Measurement, and Statistics Program and Director of the Center for Educational Testing and Evaluation at the University of Kansas. He is the principal investigator/director or co-principal investigator of several large research projects, including Design and Development of a Dynamic Learning Maps Alternate Assessment. Dr. Kingston started his career as a high school science teacher and working summers in camps for children with intellectual disabilities. He worked for many years at Educational Testing Service as an applied psychometrician, measurement group manager, Director of Research, Test Development and New Testing Initiatives for the GRE Program, and Executive Director for Workplace Assessment and Training. Dr. Kingston also previously served as Kentucky's associate commissioner for curriculum and assessment. He worked on more than a dozen state assessment programs as vice president then senior vice president at Measured Progress. Prior to coming to the University of Kansas, Dr. Kingston was Vice President of Research at CTB McGraw-Hill. Dr. Kingston also has served as a consultant to several testing organizations, including the American Council on Education, the Department of Defense, Edvantia and Kaplan.

Judi Miller, M.A., currently serves as the Assistant Director for Title Programs and Services at the Kansas State Department of Education. Her primary responsibility is to facilitate and coordinate the implementation of the Elementary and Secondary Education Act (ESEA) in Kansas. This includes directing Title I, determining adequate yearly progress (AYP) and Title I improvement status, working with districts and schools on improvement and focusing on graduation rates. She is currently the past president of the National Title I Association (NASTID). She has also served as treasurer, vice-president, president-elect and president of NASTID. She represents NASTID on the NASDSE/NASTID Title I/IDEA work group. Ms. Miller has served on the boards of directors of the Interstate Migrant Education Council and the Kansas Youth Authority. Ms. Miller taught middle and high school in Nebraska and Kansas. She also has worked as a staff development coordinator and supervisor of instructional training in Kansas and Missouri.

Richard Long is the Executive Director for Government Relations of the National Title I Association. He has worked with the state Title I directors since 1995. Long holds a doctorate in counseling from the George Washington University. In his 38 years of working on public and social issues. He has worked as a staff director for Congressman James W. Symington (D-MO), director of multidisciplinary interventions at George Washington University's Reading Center, director of government relations for the International Reading Association, a consultant for the World Health Organization, the National Council of Teachers of Mathematics, USA Today and other organizations. He has written and presented extensively on education public policy and how it applies to the needs of disadvantaged students. He is currently working on a book on how the lessons of history have been applied to federal education policy.



NASDSE 2011-2012 Professional Development Series **Bios**

Rachel Quenemoen, Ph.D. is a Senior Research Fellow at the University of Minnesota's National Center on Educational Outcomes. She is an educational sociologist focusing on research-to-practice efforts related to standards-based reform and students with disabilities, building consensus and capacity among practitioners and policymakers. She is the project director and co-principal investigator for the National Center and State Collaborative General Supervision Enhancement Grant, which consists of five major organizational partners and 19 states, and is developing a comprehensive assessment system in conjunction with the Common Core Standards initiative for students with the most significant cognitive disabilities.

Colleen Riley, M. Ed, currently serves as the Director of Special Education Services (SES) in the Kansas Department of Education (KSDE). As the director of SES, she has provided the leadership necessary to bring the Kansas Multi-Tier System of Supports (MTSS) framework from a grassroots effort to scale in Kansas with a focus on creating a sustainable system to meet the academic and social needs of every student. In addition, she has worked to align the accountability and technical assistance systems with the requirements of IDEA 2004 and Kansas law to develop the Kansas Integrated Accountability System. Prior to joining the KSDE, Ms. Riley was principal of a year-round K-6 elementary school in Utah. This elementary school provided numerous programs for infant and toddlers and preschool students. While at the school, she implemented a school-wide system of positive behavior supports as well as a multi-tier model of intervention for reading. Ms. Riley has been a local special education director, and an assistant director in which her major responsibilities focused on recruiting, hiring and training new special education staff. Her teaching experience focused primarily on students with learning disabilities and students with challenging behaviors at all levels, elementary through high school.

Martha Thurlow, Ph.D. is Director of the National Center on Educational Outcomes and Senior Research Associate at the University of Minnesota's Institute on Community Integration. Her research and technical assistance activities address the implications of policy and practice for students with disabilities, including national and statewide assessments, standards-setting efforts and graduation requirements. With a career that has spanned more than 35 years, Dr. Thurlow spent many of those years focused on students with disabilities, targeting both assessment and instructional issues in her research. Her research also has focused on instruction for students with intellectual impairments, early childhood identification issues and the prevention of student dropouts among those students with disabilities. In the area of large-scale accountability assessments, Dr. Thurlow has given particular emphasis to obtaining valid, reliable and comparable measures of the knowledge and skills of students with disabilities while at the same time ensuring that the assessments are truly measuring their knowledge and skills.

W. David Tilly, Ph.D. is a director at the Heartland Area Education Agency (AEA) 11. Heartland serves 53 public school districts and 34 accredited nonpublic schools in central Iowa. Dr. Tilly is a school psychologist by training. He has worked as a practicing psychologist, a university trainer at Iowa State University, a state department of education consultant and an administrator. He works regularly with states, school districts, federal offices and national organizations on improving educational results for all children. He is the 2006 recipient of the Martha J. Fields Award of Excellence from NASDSE. He is also the author or coauthor of 37 published journal articles, book chapters or books, mostly focused on education innovation, systems change and improving educational results.

Perry A. Zirkel is university professor of education and law at Lehigh University, where he formerly was dean of the College of Education and more recently held the Iacocca Chair in Education for its five-year term. He has a Ph.D. in Educational Administration and a J.D. from the University of Connecticut, and a Master of Laws degree from Yale University. He has written more than 1,250 publications on various aspects of school law, with an emphasis on legal issues in special education. He is a past president of the Education Law Association and served as co-chair of the Pennsylvania special education appeals panel from 1990 to 2006. He is the author of the two-volume reference *Section 504, the ADA, and the Schools*; the CEC monograph, *The Legal Meaning of Specific Learning Disability*; the latest edition of *A Digest of Supreme Court Decisions Affecting Education*; and, most recently, *Student Teaching and the Law*.