# Regional Trainings

<table>
<thead>
<tr>
<th>Mini-Conference Date and Location</th>
<th>Shelby Co.</th>
<th>West TN</th>
<th>Middle TN</th>
<th>East TN</th>
<th>First TN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feb. 26</strong></td>
<td>The Great Hall &amp; Conference Center</td>
<td>1900 South German Rd. Germantown, TN 38138</td>
<td>400 S. Highland Ave. Jackson, TN 38301</td>
<td>Martin Professional Development Center</td>
<td>7690 Creekwood Park Blvd. Lenoir City, TN 37772</td>
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<tr>
<td><strong>Mar. 6</strong></td>
<td>Jackson Civic Center</td>
<td>Mar. 9</td>
<td>2400 Fairfax Ave. Nashville, TN 37212</td>
<td>The Venue at Lenoir City</td>
<td>Mar. 12</td>
</tr>
<tr>
<td><strong>Feb. 27</strong></td>
<td>The Great Hall &amp; Conference Center</td>
<td>Mar. 7</td>
<td>TBD</td>
<td>The Venue at Lenoir City</td>
<td>Mar 13</td>
</tr>
<tr>
<td><strong>District Invite Dyslexia Training</strong></td>
<td>1900 South German Rd. Germantown, TN 38138</td>
<td>400 S. Highland Ave. Jackson, TN 38301</td>
<td>Mar. 8</td>
<td>7690 Creekwood Park Blvd. Lenoir City, TN 37772</td>
<td>Mar 13</td>
</tr>
<tr>
<td><strong>Mar. 20</strong></td>
<td>TBD</td>
<td>Mar. 21</td>
<td>300 West Market St. Kingsport, TN 37660</td>
<td>Mar 13</td>
<td>Northeast State College</td>
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</tbody>
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**Implementing the Alternate Academic Diploma**

**OR**

**District Invite Dyslexia Training**
Resource Updates: FAQ
Assessing Progress: Four Years of Learnings from RTI² Implementation in Tennessee

This report describes the Tennessee Department of Education’s reflections and conclusions from the last several years of RTI² in Tennessee.
What has been the impact of RTI² implementation over the past three years?
Following RTI²’s rollout, yearly identifications of Specific Learning Disabilities dropped by over one-third in elementary.
Gaps in SLD identification between males and females in elementary narrowed significantly

SLD identifications per 1000 males/females


Gaps in SLD identification between racial subgroups in elementary disappeared

![Graph showing SLD identifications per 1000 BHN/Non-BHN from 2011 to 2017. The graph compares the identification rates of BHN (red line) and Non-BHN (blue line). The rates decrease over the years, with BHN showing a more significant decrease than Non-BHN.]
The average age of identification for SLD has not shifted since the policy change.

Average age at SLD identification

- Pre RTI: 16.4, 13.1, 9.1
- Post RTI: 16.3, 13.2, 9.2

Legend:
- High
- Middle
- Elementary
The identification rate has decreased for SLD, but not for other special education classifications.

![Graph showing new SPED identifications per 1000 students for various categories: SLD, Autism, Emotional Dist., Speech/Lang Impaired, Intellectual Dis., OHI. The graph shows a decrease in SLD identifications from 14.8 in 2011 to 5.2 in 2015, while other classifications remain relatively stable.]
We are tracking indicators of academic outcomes as they become available

- Some districts report decreases in students performing below the 25th percentile on universal screener data

- Some districts also report a decrease in the percentage of students requiring Tier II and III interventions

- However, we also see that some students are staying in tiered interventions for lengthy periods of time and some who exit interventions do not maintain their skills later, requiring further intervention
Listening Tour

• Town Halls
  – Educators and community members across the state will be able to provide feedback around RTI² to inform refinements in support and resources, to include refining the Tier II and III parts of the RTI² manual

• High School Focus Groups
  – Specific high schools around the state were chosen to conduct student and staff focus groups based on belief in RTI²
  – Results will be used to design content for high school
Funding Request

- Over 13.3 million dollars from state funding
- Governor’s proposed budget
- One RTI² position per district
Create an order to the following:

Options:
- Cause → Effect
- Most important → Least Important
- Foundational at the Bottom
<table>
<thead>
<tr>
<th>ACCESS for All</th>
<th>Mindset</th>
<th>Climate</th>
<th>Motivation</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Design for Learning (UDL)</td>
<td>Differentiation</td>
<td>Know vs. Do</td>
<td>Delivery</td>
<td>Literacy</td>
</tr>
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</table>
Reflecting on Mindsets

**Teacher**
- There isn't enough time…
- I already have that in place…
- Where can I be more efficient…
  - I can always improve my practice…

**Student**
- I am not a natural…
- It's too hard…
- I believe I can get better…
  - I need to figure out what I'm missing…

**T→S**
- I should not be responsible for that student…
- If the students would just behave…study…have a better home life…
- I have the power to teach anyone…
  - Learning obstacles for students are a chance for me to learn and grow…

*Fair does not mean equal.*
*In fact, equality often becomes the enemy of fairness.*
Create groups with the following:

- Speaking
- Writing
- Showing
- Viewing
- Reading

*then name each group*
If learning occurs in the brain and content is the desired learning, then what is the avenue of access?

- Reading
- Listening
- Viewing
- Writing
- Speaking
- Showing
Today was the absolute worst day ever
And don’t try to convince me that
There’s something good in every day
Because, when you take a closer look,
This world is a pretty evil place.
Even if
Some goodness does shine through once in a while
Satisfaction and happiness don’t last.
And it’s not true that
It’s all in the mind and heart
Because
True happiness can be obtained
Only if one’s surroundings are good
It’s not true that good exists
I’m sure you can agree that
The reality
Creates
My attitude
It’s all beyond my control
And you’ll never in a million years hear me say that
Today was a good day
Parent Training and Communication: Feedback
Parent Training Feedback

- Who is best positioned to get the training to parents? Would this be a single entity? Regional partners? District-level folks? TDOE communication? *(Consider time and budget constraints.)*

- In what format should the trainings be presented? In-person, classroom style? Online? Webinar? Some combination?

- What resources is it important for parents to have (in-hand or digitally)?
Condensed Parent Training Feedback

- Please highlight the five key points on the outline that should be included in a condensed, 30-minute parent training.
One-Pager Feedback

- Is this one-pager clearly written and are any complex terms or “jargon” explained? Are there any terms or concepts that need to be clarified?

- For the audience, does this one-pager accomplish its purpose? Explain why or why not.