



Enacting Effective Rtl for Primary Grades Mathematics

Nine teams from Kentucky public schools will be accepted for participation in this pilot program, designed as a part of the collaboration, launched in May 2011, between the National Council for Exceptional Children and the National Council of Teachers of Mathematics.

During the initial three-day introductory session, participants will design and conduct live diagnostic assessments, review and analyze authentic video of student thinking, and study and reflect on relevant professional literature.

The subsequent weekly online meetings and quarterly in-person meetings will involve participants in further guided practice and analysis of student numeracy development, standards progressions, and accessing, sharing and developing strategies for pinpointing and advancing student thinking.

Eligible participants: Teams of at least three people, including the school or district mathematics Rtl coordinator, at least one teacher with special education certification, and at least one teacher with elementary education certification.

Location: Lexington, see [KCM Calendar](#)

Cost: Free

Contact: Alice Gabbard, gabbardal@nku.edu

Application: Due September 13, 2011, see [Enacting Effective Rtl Application](#)

In-person meeting dates: October 17, 18, 19 and 24, 2011; January 30 and March 19, 2012

Time: 9:00 a.m. to 4:00 p.m. et each day

Facilitation Team: Alice Gabbard, KCM Senior Director; Justin Cooper, Associate Professor of Special Education, ECU; and Jonathan Thomas, Assistant Professor of Mathematics Education, NKU

COURSE OBJECTIVES

Review Rtl law and the Kentucky System of Interventions

- Planning for a balanced approach using evidence-based strategies for high-quality assessment and documentation of mathematics proficiency outcomes and progress within the intervention and within the curriculum
- Support for planning targeted, systematic, explicit instruction that advances students in rigorous mathematical thinking and fluency

Focus in-depth on student need

- Bridging the knowledge and experience of the mathematics education and special education communities for understanding, pinpointing and supporting students' robust numeracy development, including advanced mental computation, using video recording and analysis of dynamic diagnostic assessments

Align Rtl and the Kentucky Common Core Standards

- Identifying and correcting student gaps within the progressions of the Common Core Standards for Mathematical Content, focusing especially on fluency "Pinnacle Standards"
- Strategizing for facilitation of student enactment of the Standards for Mathematical Practice

