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Teacher's Workshop  
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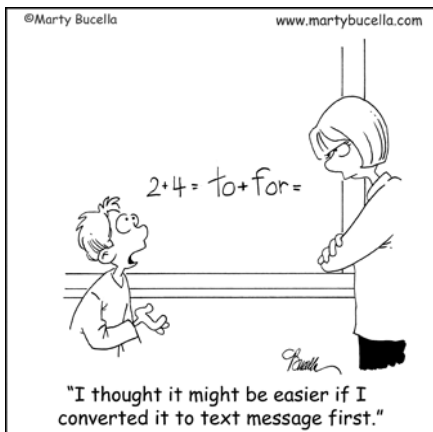
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# Teachers Workshop

"Information for everyday teaching"

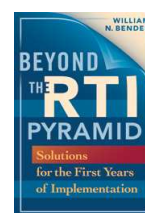
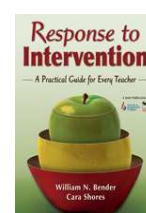
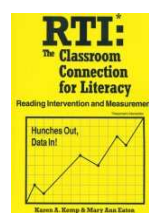
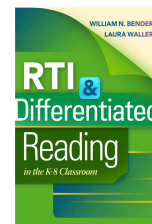
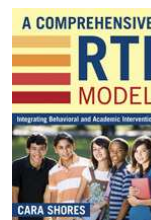
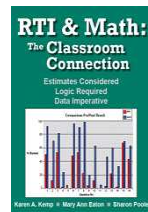
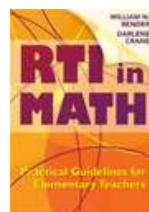
## RTI Central !

### Your One-Stop Professional Development Center for RTI!

Various companies have developed an array of resources for professional development in RTI, but the Teacher's Workshop has pulled together a variety of professional development options from different publishers. This will offer you exactly what you need as a professional development solution for Response to Intervention, regardless of your district's current level of implementation!

The authors and workshop providers below are in strong demand across the country and in Canada, in various areas of RTI. Karen Kemp recently published one of the first books on response to intervention in mathematics to parallel with her introductory book on RTI. She is eminently knowledgeable on virtually all aspects of RTI implementation. Laura Waller, a veteran teacher with tremendous experience using technology in the classroom, has written a book on RTI in Reading. Darlene Crane with an extensive background in teaching, recently co-authored *RTI in Mathematics*. Cara Shores has published several books on various issues in RTI, including co-authoring one of the best selling introductory books on how to implement RTI. William Bender has published more books on RTI than any other author in the world and recently helped Bermuda design a national RTI plan. He is currently finishing a book "RTI for Middle and High School", and continues to be one of the speakers in high demand around the nation on this critical topic.

All of these workshop providers bring years of practical school district experience to the workshop, and focus on getting things done to make your RTI efforts successful. You can find biographies and workshop titles/descriptions of RTI workshops for all of these presenters at [www.teachersworkshop.com](http://www.teachersworkshop.com) under the Speaker's Bureau button or merely call us at 800-991-1114.



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Darlene Crane, MA, has served in the education profession for twenty years. Her career began as a middle school special education teacher and has included serving as an instructor at the post-secondary setting, coordinator of district level improvement plans for early-childhood education, classroom teacher, and most recently as a state Response to Intervention Specialist.

In addition to her experience as a classroom teacher, her work has included the development of support strategies for students with ADHD and learning disabilities at the post-secondary setting, coordinating regional level parent involvement for parents of children with special needs, and training hundreds of teachers and administrators on various elements of implementation of response to intervention in the areas of math and reading. Darlene's passion for the importance of high quality education for all students arises from personal experiences.

Ms. Crane's extensive classroom experience allows her to bring an understanding to her interactions with teachers imbedding a sense of encouragement and a reminder of the significant impact effective teachers have on the lives and futures of students. Darlene uses a combination of those personal experiences in her presentations as she works to link the information and research she presents to classroom practices that educators can use to improve student achievement.

**To arrange for Darlene Crane to present at your school please contact the Teachers Workshop at 800-991-1114.**

### **Real Life Classified Ads**

- Auto Repair Service. Free pick-up and delivery. Try us once, you'll never go anywhere again.
- Great Dames for sale.
- Tired of cleaning yourself? Let me do it.

# *The Teaching Revolution!*

*By William N. Bender, Ph.D.*

A revolution in teaching has begun. This revolution is seen among elementary teachers that are universally screening every child in reading three times each year, and while such benchmark-focused screening wasn't the norm only five years ago, it is today. In most cases, technology is playing a role in that change, the response to intervention (RTI) initiative. Moreover, virtually all proponents of RTI advocate differentiated instruction as the hallmark of effective teaching at tier 1 (Bender, 2009). Thus, the teaching revolution results from the merger of RTI, modern instructional technology and differentiated instruction. This teaching revolution is upon us, leaving many educators afloat amid changes both unrecognized and not well understood.

Moreover, this is one instance in which the whole is much greater than the sum of the parts. One cannot effectively discuss RTI without talking about differentiated instruction and the technologies that support both. Even school districts with very limited funds are putting their dollars into computer-based interventions and technology driven assessments, and this is merely a pale reflection of the changing technology within our ever-changing world. Adolescents today spend 50 hours each week engaged with digital media, and experts have launched debates on the impact of the increase in social networking (Frontline, 2011). Those same students have increased their texting by over 300% in the last two years, and because of the popularity of these digital media, teachers are scrambling to build instruction within and for this digitally "connected" generation.

The Partnership for 21st Century Skills (2009) recently encouraged a refocusing of education to more concretely address these skills for the next century, skills that will be critical in the digital world of tomorrow. However, this group also suggests that the very structure of knowledge is likely to change as production of new knowledge becomes based on social networking and actual creation of information by students (Kay, 2010; Wilmarth, 2010). Students today don't merely read content; they create it, using wikis, social networks, blogs, and digital media. Those creations are then posted on school websites and/or youtube! Today's classrooms thus look and feel different from classes of only five years ago, and make no mistake: the change has already begun.

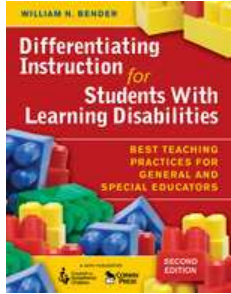
RTI represents nothing less than an effort to drastically change a child's life! It is our best effort to change a child's trajectory of learning from one leading to failure to a trajectory leading to success. While procedures for RTI in elementary reading are now relatively well in hand, teachers now struggle to implement RTI in higher grades, in mathematics, or to improve behavior. Finally, differentiated instruction (Tomlinson, 2010), promises to bring whole class instruction, that icon of classroom teaching for nearly 50 years, to an end (Bender & Waller, 2011). Students are receiving highly differentiated instruction via computers or smartphones, instruction that is facilitated but not "led" by the teacher. Students will soon control much of what they study and learn using these technologies, and teachers must ask what opportunities do modern digital and social networking media such as MySpace, Facebook or Twitter hold for differentiating instruction.

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## **Featured Book:**

# ***Differentiating Instruction for Students with Learning Disabilities, 2ed.***

by William N. Bender Ph.D.



Whether teaching inclusive or special education classes, instructors need effective differentiated and brain-compatible methods for learners with learning disabilities, at-risk students, or youngsters who may have learning difficulties. Demonstrating how to differentiate instruction in any classroom, The second edition of this best-selling book shows teachers how to support learners through flexible, practical lessons to help them achieve significant gains in reading comprehension, language arts, and math. You will learn how to use metacognitive and scaffolded learning techniques such as webbing, cubing, and tiering, and discover how to enhance social skills through group projects, role play, and practical peer tutoring systems. This research-based text also includes many other updates. Both general and special education teachers will return to this book again and again as an invaluable guide for differentiating instruction in any classroom.

**\$35.95**

To order this book contact Teachers Workshop  
At 800-991-1114

## **Airline Humor...**

“Thank you for flying Delta Business Express. We hope that you’ve enjoyed giving us the business as much as we enjoyed taking you for a ride.”

“Your seat cushions can be used for flotation, and in the event of an emergency water landing, please paddle to shore and take them with our compliments.”

One answer to that question lies in the sheer power of social networking. In the Spring of 2011, the world witnessed a profound lesson on the impact of on-line social networking, as the “Twitter Revolution” took place in the streets in Egypt and across much of the Arab world. Those revolutions in government stemmed from the amazing power of digital communications media that only seven years ago, did not exist.

Where might these tools take us in education? Many scientists describe these developments as an extremely fast train, increasing in speed exponentially, and heading into what is now termed the “singularity.” The singularity is defined as the moment when technological change becomes so rapid and so profound that it causes a fundamental rupture in the fabric of human history (Grossman, 2011). The singularity is also seen as the moment in time when artificial intelligence overtakes and surpasses the brainpower of all human beings world-wide, and this leads to technology that solves problems essentially before humans know that a problem even exists. The growth curve in a variety of technological fields suggests this singularity may happen sometime between 2020 and 2045 (Grossman, 2011; Least anyone suggest that the singularity is pure science fiction, we should point out that the singularity was originally identified at a NASA symposium in 1993, and the Singularity University today offers a series of graduate study programs for a highly selective group of future leaders each year, hosted at the NASA Ames Research Park).

What does the teaching/learning process look like as we approach or surpass the singularity? How will teaching and learning be transformed? Educators must consider these questions, these technologies, and options for RTI and differentiation that these technologies bring to the classroom. If we do not undertake these discussions now, we risk becoming increasingly irrelevant in the world of today’s “wired” generation of kids. While there is little consensus on the singularity, there is one point on which all advocates of technology agree; our current instruction is clearly and woefully inadequate in preparing our students for the 21st century (Frontline, 2011; Kay, 2010; Wilmarth, 2010). At the very least, technology, RTI, and differentiation each represent a rather profound change in the dynamics of the classroom, and the combined impact is likely to be a dynamic synthesis of innovation that is transitional in nature. Again, the whole is greater than the sum of the parts, as each factor will extend and multiply the impact of the others in ways difficult to imagine.

Thus, a revolution in our teaching and learning structures is upon us. Educators should join the fun and enjoy the ride! You may wish to start by reading the exciting new book,

## ***The Teaching Revolution! RTI, Technology, and Differentiation Transform Classrooms for the 21<sup>st</sup> Century***

**William N. Bender & Laura Waller**  
(from Corwin Press: available in August of 2011)

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## Quote Of The Quarter

"Let us rise up and be thankful, for if we didn't learn a lot today, at least we learned a little, and if we didn't learn a little, at least we didn't get sick, and if we got sick, at least we didn't die; so, let us all be thankful."

-Buddha

Our presenter that was featured in our March 2010 newsletter, Ms. Esther Williams, not only does workshops on Bipolar Disorder but also on How to prevent Bullying, in particular CYBER Bullying!

**Renet L. Bender, Ph.D.**

**Teachers Workshop**

**800-991-1114**

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