Often, the greatest challenge facing an organization is recognizing and acting on opportunity rather than solving a problem.

—Peter Ginter, Leadership and Management Consultant

Essentially, every important policy and practice is affected by the way individuals understand, accept, and adopt it. As we continue to define building leadership, real success is increasingly measured by our ability to bring the whole school staff together around a driving concept, recognize the expertise that individuals bring, and provide opportunities to work across roles for the benefit of students. For too long, building staff have been divided by program areas with their unique contributions not clearly understood by building leaders and other staff. The No Child Left Behind Act, with its emphasis on the achievement of all students, has focused us on the urgent and common need to find new ways to understand one another and work together effectively.

In this context, the concept known as response to intervention (RTI) offers a new way to understand, align, and measure our collective work on behalf of students and their learning. RTI is “the practice of providing high quality instruction and interventions matched to student need and using learning rate over time to inform educational decisions” (NASDSE, 2005). Although the term RTI may be new, many of the effective practices embedded in this approach are well known and accepted by school leaders everywhere.

NAESP has been a leading national partner in defining the principal’s role in RTI. The 2009 Summer Institute will bring together leading researchers, practitioners, national technical assistance providers, and representatives of other national organizations that are collectively shaping RTI across the nation. Throughout the institute, participants will learn, react, and give feedback that will provide the principal’s voice in RTI. They will also begin to define how school building teams can use all the talents of their staffs to improve student performance and impact school culture through implementation of RTI.

You will learn to:

- Build greater coherence, rigor, and research-based strategies into your instructional program to meet the unique and diverse needs of your students;
- Recognize the way an RTI process fits within school reform and school improvement efforts;
- Monitor student progress in sensitive and ongoing ways to determine students’ response to interventions;
- Create interventions that respond to students’ needs through data-based decision-making;
- Deepen your understanding of RTI, regardless of your current level of engagement with this concept;
- Create building teams that value and utilize the expertise of the entire staff working within a multitiered system with increasing levels of intensity; and
- Apply available resources intended to support principals in leading RTI implementation in schools.

Session leaders will share RTI implementation strategies, data examples, video presentations, and collaboration tools that are effective in building professional understanding that translates into student gains. Following the institute, participants will be invited to participate in a community of practice with colleagues across the country to support their ongoing learning and implementation of RTI.
In order to transform schools from a traditional model to a dynamic learning community, I believe the most important role of the building principal is to develop leadership talents in others. Distributed leadership is more than delegating tasks to teachers. It is acknowledging that as the principal, I do not have all the answers: it is honoring the expertise among the faculty and nurturing collaboration through shared work.

—Rich Barbacane, NAESP Past-President

Richard F. Barbacane

Richard Barbacane served as a school principal in Lancaster, Pennsylvania for 25 years and is a past-president of NAESP. Currently, he serves as NAESP's professional outreach associate—representing the Association's 28,000 members at meetings in Washington, D.C., as well as states throughout the country.

Joanne Cashman

Joanne Cashman is director of the IDEA Partnership, an affiliation of 55 national organizations supporting the shared implementation of IDEA (Individuals with Disabilities Education Act). The IDEA Partnership is funded by the Office of Special Education Programs and sponsored by the National Association of State Directors of Special Education (NASDSE). Together, the IDEA Partnership organizations and some forward-leading states are pioneering communities of practice in education.

Thomas Komp

Thomas Komp is principal of Boulevard Elementary School in Gloversville, New York. A former chair of the Committee on Preschool Special Education/Committee on Special Education, Komp has been an elementary principal for 12 years, participating in writing two Reading First grants administered through the New York State Education Department, as well as various pre-K grants administered through state and federal agencies.

Kathleen Whitmire

Kathleen Whitmire is director of the RTI Action Network, a program of the National Center for Learning Disabilities (NCLD). She came to NCLD from the American Speech-Language-Hearing Association, where she served as the director of school services in speech-language pathology, leading practices programs for more than 50,000 speech-language pathologists working in schools. Prior to that, she held positions as a clinic supervisor and lecturer at Syracuse University and as assistant professor and chair of the Communication Disorders Department at The College of Saint Rose. Whitmire began her career as a school-based clinician in California and New York, where she worked for 14 years.

Featured Session LEADERS:

George Batsche

George Batsche is co-director of the Institute for School Reform and the Florida Statewide Problem-Solving RTI Project at the University of South Florida in Tampa.

Gregory Roberts

Greg Roberts is principal investigator and director of the special education strand of the Center on Instruction; director of the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin; and principal investigator for Dissemination Core of the Texas Center on Learning Disabilities.

George Sugai

George Sugai is co-director of the National Technical Assistance Center on Positive Behavior and Intervention Supports, funded by the U.S. Department of Education Office of Special Education Programs to address the behavioral and discipline systems needed for successful learning and social development of students.
The Embassy Suites Hotel is located on a half-mile of private beach in the 145-acre Kingston Plantation resort in Myrtle Beach. The resort includes SPLASH!, a Caribbean-themed pool complex located next to the Embassy Suites Hotel, with slides, spouts, jets, fun for all ages, and a toddlers’ pool; a 50,000 square foot Sport & Health Club with fitness equipment, aerobics, racquetball, tennis, and both a swimming and lap pool; the Arcadian Shores Golf Course designed by Rees Jones; several restaurants, cafés, and lounges in the Embassy Suites and nearby Hilton hotels; and free shuttle service within the resort. Shopping, dining, and nightlife are available nearby at complexes like Broadway at the Beach, Barefoot Landing, and Market Common, as are major attractions like Ripley’s Aquarium, the IMAX Discovery Theater, Carolina Opry, Dixie Stampede, and more than 100 golf courses.

All spacious two-room suites at the Embassy Suites Hotel feature large balconies and ocean views. Suites are equipped with two TVs, two telephones with voice mail and dataports, in-room coffee makers, microwave oven, refrigerator, wet bar, hair dryer, iron, and ironing board. Hotel guests receive a complimentary full breakfast buffet and evening reception, use of the Sport & Health Club facilities, and the SPLASH! pool complex, as well as preferred tee times at the Arcadian Shores Golf Course. Supervised recreation and activities are available daily during the summer for children, ages 5 to pre-teen.

Oceanview guest suites are available to institute registrants for $229 per night. This rate will be honored up to three nights before and three nights after the institute (based on availability). The cutoff date for reservations is June 6, 2009. Reservations made after June 6 will be accepted on a space-available basis (at prevailing rack rate). The parking fee is $7 per day.
Embassy Suites Hotel at
Kingston Plantation
Myrtle Beach, South Carolina
July 6-9, 2009

Registration PROCEDURES
A registration form is provided below. Registrations are accepted on a first-come, first-served basis and early registration is recommended. Full payment by check, purchase order, or credit card must accompany the registration form. You will receive written notification of acceptance. Please do not make travel arrangements prior to receiving program acceptance.

CANCELLATION Policy
Refund of registration fees must be requested from NAESP in writing or by e-mail. A 15% penalty will be charged for cancellations within two weeks of the program; a 30% penalty will be charged for cancellations within 72 hours of the program. NAESP reserves the right to cancel programs for which insufficient registrations have been received. In the unlikely event the Summer Institute is canceled, registrants will be notified no fewer than 30 days prior to July 6, and registration fees will be reimbursed in the form they were received. We cannot be responsible for nonrefundable travel arrangements made earlier than 30 days prior to July 6.

Registration INFORMATION
Registration is $850 per person and includes reception and dinner on Monday, July 6, lunch July 7-9, morning and afternoon beverage breaks, and all program sessions and materials. The Monday evening reception and dinner will begin at 6:30. Sessions Tuesday through Thursday begin at 8:30 a.m. and conclude by 3:30 p.m. All program sessions will be held at the hotel.

Please return form and registration fees to:
NAESP Leadership Academy:
1615 Duke Street, Alexandria, VA 22314-3483; Fax: 703-518-6281;
For more information, call 703-684-3345, ext. 251.