Agenda
Stafford, TX • January 23–25

Wednesday, January 23

7:00–8:00 a.m.	Registration	Foyer
	Continental Breakfast	Ballroom C–D
8:00–9:45 a.m.	**Keynote**—Mike Mattos *Redesigning Our Schools for All Students: Embracing the RTI at Work Process*	Ballroom C–D
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakout Sessions**	See page 7.
11:30 a.m.–12:30 p.m.	Lunch (provided)	Ballroom C–D
12:30–2:00 p.m.	**Keynote**—Austin Buffum *Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn*	Ballroom C–D
2:00–2:15 p.m.	Break	
2:15–3:45 p.m.	**Breakout Sessions**	See page 7.

Thursday, January 24

7:00–8:00 a.m.	Registration	Foyer
	Continental Breakfast	Ballroom C–D
8:00–9:30 a.m.	**Keynote**—Nicole Dimich Vagle *Convergent Assessment: Gathering Evidence to Increase Student Learning*	Ballroom C–D
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	**Breakout Sessions**	See page 10.
11:15 a.m.–12:15 p.m.	Lunch (provided)	Ballroom C–D
12:15–1:45 p.m.	**Keynote**—Mike Mattos *Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports*	Ballroom C–D
1:45–2:00 p.m.	Break	
2:00–3:30 p.m.	**Breakout Sessions**	See page 10.
3:30–4:15 p.m.	**Team Time**	Ballroom C–D

Friday, January 25

7:00–8:00 a.m.	Continental Breakfast	Ballroom C–D
8:00–10:15 a.m.	**In-Depth Seminar**—Austin Buffum & Paula Maeker *Putting It All Together: Creating a Multitiered System of Supports—Elementary*	Ballroom A–B
	In-Depth Seminar—Mike Mattos *Putting It All Together: Creating a Multitiered System of Supports—Secondary*	Ballroom C–D
	In-Depth Seminar—Nicole Dimich Vagle *Putting It All Together: Linking Instruction, Assessment, and Interventions*	103–104
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	**Keynote**—Mike Mattos *Eating the Elephant: Transforming Ideas Into Action*	Ballroom C–D

Agenda is subject to change.

Breakouts at a Glance

Presenter & Title	Wednesday, January 23		Thursday, January 24	
	10:00–11:30 a.m.	2:15–3:45 p.m.	9:45–11:15 a.m.	2:00-3:30 p.m.
Austin Buffum				
Creating a Culture of Collective Responsibility	103–104			
Common Missteps When Implementing RTI: A Conversation Among Leaders		103–104		
Digging Deeper Into the Teaching–Assessing Cycle			103–104	
It's About Time: Planning Interventions and Extensions in Elementary School				103–104
Paula Maeker				
From Purpose to Practice: Building a Culture of Collective Commitment in Elementary Teams	Ballroom A			
Concentrated Instruction in an Elementary Context		Ballroom A		
It Begins at the End: Utilizing Assessment to Drive Intentional Outcomes for *All* Elementary Learners			Ballroom A	
High Expectations, High Support: Guaranteeing High Levels of Learning for Every Child, Every Day				Ballroom A
Mike Mattos				
Collaborative Teams: The Engines That Drive the RTI at Work Process	Ballroom C–D			
Interventions That Work! Making Your Current Site Interventions More Effective		Ballroom C–D		
Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma			Ballroom C–D	
It's About Time: Planning Interventions and Extensions in Secondary School				Ballroom C–D
Nicole Dimich Vagle				
Using Data to Guide Collective Responsibility for Student Learning	Ballroom B			
Concentrated Instruction in a Secondary Context		Ballroom B		
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			Ballroom B	
Investing Students in the RTI Process				Ballroom B

Agenda is subject to change.

Session Descriptions—Day 1

Mike Mattos
Redesigning Our Schools for All Students: Embracing the RTI at Work Process
What if the very schools we depend on for all students to learn at grade level or higher were never created with that purpose? What if well-intentioned public school educators today are unable to design schools aligned with learning for all due to the inability to think and perform outside the "box" they experienced as students?

Mike Mattos shares a new way of thinking, leading to the realization that educators must be prepared to redesign schools both structurally and culturally in order to achieve the goal of all students learning at high levels.

Austin Buffum
Creating a Culture of Collective Responsibility
Collective responsibility is built on two assumptions: 1) Educators must accept responsibility to ensure high levels of learning for all students, and 2) All students are capable of learning at high levels.

Participants in this session:
- Assess their schools' beliefs relative to the two assumptions above.
- Acquire tools and strategies to create this condition in their schools.
- Examine the differences between cultural change and structural change.

Paula Maeker
From Purpose to Practice: Building a Culture of Collective Commitment in Elementary Teams
Janel Keating writes, "If we truly believe that all students can learn at high levels, then what will they see us doing?" To develop a culture that is in relentless pursuit of every child learning at high levels, there must be a collective commitment from all stakeholders built through a shared mission, guiding vision, protected values, and common goals. Paula Maeker debunks the myths that stall a learning-for-all culture and uncovers the truths that maximize learning outcomes for every student we serve by name, strength, and need.

Participants build shared knowledge in:
- Confronting the assumptions of labels that limit expectations
- Developing a plan of action to respond to the needs of all learners
- Reviewing systems and structures that support a learning-for-all culture
- Exploring a variety of tools and templates to help guide the right work
- Reflecting on current stages of team development and identifying best next steps
- Celebrating the efforts and achievements of teams

Session Descriptions—Day 1

Mike Mattos
Collaborative Teams: The Engines That Drive the RTI at Work Process
RTI is a collaborative process in which staff members take collective responsibility for the success of all their students. This session focuses on the creation of two essential teams: collaborative teacher teams and a school intervention team. Mike Mattos discusses how to create collaborative teacher teams, especially for "singleton" instructors in which only one person teaches a specific subject, grade, or course. Mike also discusses teaming options for support staff, such as special education teachers, school psychologists, counselors, and subject specialists.

Participants in this session:
- Learn options for successful teacher team configuration.
- Address how to form teams for singleton teachers.
- Discuss how support staff, such as a school psychologist, counselor, and librarian, fit into collaborative teams.
- Define the characteristics of an effective site intervention team.

Nicole Dimich Vagle
Using Data to Guide Collective Responsibility for Student Learning
A focused analysis of schoolwide data and collaborative team data is essential when committing to being collectively responsible for *all* students in a school learning. What are examples of *quantitative* and *qualitative* data needed to determine which students need targeted and specific interventions? Which assessment data should be collected and how should it be used? Collective responsibility requires recognizing the current reality and intentionally planning to have all students learn at high levels.

Participants in this session:
- Identify the types of qualitative and quantitative data required to determine the current reality of student learning in order to collectively respond.
- Determine next steps to collect the types of data schoolwide teams and collaborative teams need to ensure their students' academic growth.

Afternoon Keynote

Austin Buffum
Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn
Rather than merely asking how to raise high-stakes test scores, collaborative teacher teams must guarantee what all students must and will learn during each unit, trimester, and semester. When some students fall short, preventions and interventions must be delivered by student, by standard, and by target. When these actions occur, high-stakes test scores rise because all students are experiencing success. This keynote provides the tools to help transform thinking from coverage to mastery.

Afternoon Breakouts

Austin Buffum
Common Missteps When Implementing RTI: A Conversation Among Leaders
School-site RTI leaders (administrators, RTI specialists and coordinators, counselors) as well as central office leaders are invited to share their challenges, successes, and plans to avoid the nine most common missteps in implementing RTI. Austin Buffum guides this structured conversation and augments it with his experience as senior deputy superintendent of a large district implementing PLC and RTI.

Session Descriptions—Day 1

Paula Maeker
Concentrated Instruction in an Elementary Context
At the center of concentrated instruction is the work of teams clearly articulating what every student must know and be able to do. The process of identifying what students must learn starts with identifying what standards are essential and developing a plan of action to guarantee mastery for every student. Teams that dive deeply into the work of identifying, prioritizing, and dissecting essential learning targets have a greater understanding of how to ensure all students are learning at high levels and respond immediately and effectively when students do not.

Paula Maeker helps participants to:
- Identify the criteria for establishing essential learning targets.
- Prioritize and pace essential learning outcomes.
- Create "I can" statements, success criteria, and coaching questions to lead students through the progression of essential learning targets.
- Examine tools and protocols to support the right work of teams.
- Build shared knowledge in designing focused instruction and intervention.

Mike Mattos
Interventions That Work! Making Your Current Site Interventions More Effective
A system of interventions can only be as effective as the individual interventions that comprise it. Despite honorable intentions, many schools implement interventions that don't work, primarily because their efforts are not aligned to the characteristics of effective interventions. Participants in this breakout learn the six essential characteristics of effective interventions and a powerful process for applying them.

The most significant difference between a traditional school and a PLC is how each responds when students don't learn. Mike Mattos illustrates how to create powerful responses (CPR) when students don't learn.

Nicole Dimich Vagle
Concentrated Instruction in a Secondary Context
Nicole Dimich Vagle has worked with many secondary schools to facilitate the process of establishing essential standards and using the essential standards chart to ensure learning for all students. The foundation of concentrated instruction provides a clear picture of what we want our students to learn. This process includes establishing criteria for identifying essential standards; developing a team process for determining essential standards; developing student-friendly learning targets from standards; identifying tasks or rigor to determine proficiency; mapping out a timeline for ensuring proficiency; and planning for extension. Participants have an opportunity to put these ideas into practice and gain an understanding of the products that automatically flow from this process as well as tools to facilitate its effective use.

Participants in this session:
- Build common knowledge around key concepts and terms.
- Determine who is involved in establishing essential standards and how to ensure the process is meaningful and focused.
- Prioritize which standards are critical for high levels of learning and turn them into "I can" statements by target.
- Use an identified essential standard or two to complete the essential standards chart.

Session Descriptions—Day 2

Nicole Dimich Vagle

Convergent Assessment: Gathering Evidence to Increase Student Learning
Convergent assessment is a process teams use to analyze student learning and instructional practices so they can collectively respond to the unique needs of each student. Nicole Dimich Vagle highlights the critical understandings and strategies collaborative teacher teams need to effectively use assessment to improve—not merely to measure and record—student results. Creating and analyzing assessment evidence guides the work of teams as they strive to improve instruction, invest students in their learning, and inform targeted and specific interventions and extensions. Convergent assessment points the way to high achievement for all students.

MORNING BREAKOUTS

Austin Buffum

Digging Deeper Into the Teaching–Assessing Cycle
Austin Buffum facilitates a more in-depth discussion on the teaching–assessing cycle outlined in the *Convergent Assessment* keynote. By structuring informal and formal assessments that provide feedback to students and teachers alike, more students experience success on summative, end-of-unit assessments.

Participants in this session:
- Unwrap standards into learning targets.
- Design assessment strategies at the target level.
- Develop an Essential Standards Unit Plan that answers the question, Where are we now?, at each step of learning.

Paula Maeker

It Begins at the End: Utilizing Assessment to Drive Intentional Outcomes for *All* Elementary Learners
Focused and purposeful assessment practices are critical to the learning and teaching process. There are no shortcuts when designing team-created assessments that measure our effectiveness as educators and provide quality feedback opportunities for students to reach mastery. These checks for understanding are ongoing, embedded, and focused on essential learning targets, and they guide collaborative team discussions around celebrations of achievement and opportunities for growth by student name, strength, and need. Utilizing data in a thoughtful and responsive way achieves more than students learning at high levels—it inspires teams to become masters of their craft.

Participants can expect to:
- Examine the purpose of assessments at every stage of learning.
- Understand the types of assessment that inform learning at the elementary level.
- Use protocols and templates to help facilitate design quality and targeted assessments.
- Review the concept of backward design to improve best initial instruction.
- Explore team data protocols to respond to each student's individual needs.

Session Descriptions—Day 2

Mike Mattos
Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma
Some students struggle in school because they lack academic skills and knowledge. Others struggle because they do not demonstrate the behaviors necessary to succeed in school. And often, the most at-risk youth lack both. This session shows how the PLC at Work process can be used to target and teach essential social and academic behaviors at-risk students need to thrive in school.

Nicole Dimich Vagle
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses
At their best, collaborative teams engage in a process of examining assessment data and student work to determine the learning needs of individual and groups of students. Common formative assessments provide numerical data and student work, which, when analyzed by a team, offer insights into the extent students learned essential standards and which next steps will help them grow. This session explores how teams analyze data and student work to plan effective interventions in response.

Participants in this session:
- Analyze data and student work to discover students' level of proficiency in order to plan interventions to achieve mastery.
- Learn characteristics of effective interventions by examining student work.
- Explore how to plan as a team to create time to analyze student work and common assessment results and implement corresponding interventions.

AFTERNOON KEYNOTE

Mike Mattos
Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports
Mike Mattos and the RTI at Work faculty discuss the essential elements necessary to systematically provide supplemental (Tier 2) and intensive (Tier 3) interventions for academics and behavior, and how teacher teams and support staff are utilized to make this work doable.

Participants in this session:
- Learn how to create a system of supplemental and intensive interventions.
- Identify students in need of extra help.
- Explore options for resource allocation and staff responsibilities.
- Create processes for quality problem solving.
- Determine when special education identification is appropriate.

AFTERNOON BREAKOUTS

Austin Buffum
It's About Time: Planning Interventions and Extensions in Elementary School
What does an effective elementary school intervention process look like? Austin Buffum provides participants with practical, proven intervention ideas, including ways to create a schoolwide process that identifies students for extra help and ways to create time for intervention and extension within the master schedule.

Session Descriptions—Day 2

Paula Maker
High Expectations, High Support: Guaranteeing High Levels of Learning for Every Child, Every Day

Ensuring that every student learns at high levels is not achieved through a checklist of tasks, attending meetings, or filling out paperwork. If schools want to guarantee that all students learn at high levels, they must commit to equally high support through essential actions for tiers 1, 2, and 3. Paula Maeker leads participants in exploring the shift from traditional mindsets in elementary classrooms to the new paradigm of educators working collaboratively to meet the individual and unique needs of every student they serve. Participants face the challenge of meeting students where they are and creating a pathway for their success head-on. They also examine serving students through tailored instruction.

Participants can expect to:
* Examine the systems and practices of a learning-for-all culture.
* Address the unique needs of learners with tailored instruction and individualized pathways to mastery.
* Review tools that provide scaffolded supports for access to high levels of learning.
* Create a learning environment that focuses on the essential actions for every tier level.

Mike Mattos
It's About Time: Planning Interventions and Extensions in Secondary School

What does an effective secondary school intervention process look like? Mike Mattos provides participants with practical, proven intervention ideas, including how to create a schoolwide process to identify students for extra help and how to create time for intervention and extension within the master schedule.

Nicole Dimich Vagle
Investing Students in the RTI Process

Too often, adults take ownership of having all students learn but fail to bring students into the process. How are students able to articulate what they are learning, their strengths, and next steps? How are students learning from and acting on specific feedback given during instruction and on assessments? How do students track their progress on essential standards? For students' reflections on learning to be most meaningful, educators must consider how classroom culture positively influences a student's disposition and beliefs about how he or she can most effectively learn. Teachers can help students understand *why* they need an intervention and *why* they learn best when they are invested in the process.

Participants in this session:
* Identify characteristics of a classroom culture focused on learning.
* Recognize powerful feedback processes to use with students.
* Explore ways for students to reflect through self-regulation and tracking.

Session Descriptions—Day 3

Austin Buffum & Paula Maeker

Putting It All Together: Creating a Multitiered System of Supports—Elementary

This seminar guides participants through the process of creating a multitiered system of interventions. Based on guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:
- Review essential elements of the RTI process.
- Complete an RTI at Work inverted pyramid as a team.
- Identify current strengths, areas of improvement, and immediate action steps.

Mike Mattos

Putting It All Together: Creating a Multitiered System of Supports—Secondary

Participants are guided through the process of creating a multitiered system of interventions. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:
- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

Nicole Dimich Vagle

Putting It All Together: Linking Instruction, Assessment, and Interventions

Collaborative teams must link instruction, assessment, and intervention to build a solid RTI process. But how do they do this?

Sarah Schuhl shows how to create learning targets from essential standards as part of designing quality assessments. She shares practical tools, protocols, and examples for developing assessments that offer the best information on student learning. Participants identify key elements of assessment design that provide meaningful interventions and promote student investment, and they reflect on their current practices to determine next steps back at their schools.

Participants in this session:
- Explore how to determine learning targets from prioritized standards.
- Identify key elements of assessment design that provide for meaningful interventions and student investment.
- Learn to develop methods of assessment that offer quality information on student learning.

Session Descriptions—Day 3

Mike Mattos

Eating the Elephant: Transforming Ideas Into Action

How do you eat an elephant? One bite at a time. Implementing RTI can be daunting. The key is to break the process down into meaningful steps. Mike Mattos assists participants in creating practical action steps to implement the four Cs of RTI: collective responsibility, concentrated instruction, convergent assessment, and certain access. Participants leave with a practical implementation plan and the inspiration to get started.