

Agenda

Rogers, AR • October 8–10

Tuesday, October 8

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	Keynote —Luis F. Cruz <i>Redesigning Our Schools for All Students: Embracing the RTI at Work Process</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	
11:30 a.m.–12:30 p.m.	Lunch	
12:30–2:00 p.m.	Keynote —Brian K. Butler <i>Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn</i>	
2:00–2:15 p.m.	Break	
2:15–3:45 p.m.	Breakouts	

Wednesday, October 9

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Angela Freese <i>Convergent Assessment: Gathering Evidence to Increase Student Learning</i>	
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakouts	
11:15 a.m.–12:15 p.m.	Lunch	
12:15–1:45 p.m.	Keynote —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	
1:45–2:00 p.m.	Break	
2:00–3:30 p.m.	Breakouts	
3:30–4:15 p.m.	Team Time <i>Presenters are available to aid in your collaborative team discussions.</i>	

Thursday, October 10

7:00–8:00 a.m.	Continental Breakfast	
8:00–10:15 a.m.	In-Depth Seminar —Brian K. Butler & Paula Maeker <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i>	
	In-Depth Seminar — Mike Mattos & Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	
	In-Depth Seminar —Angela Freese <i>Putting it All Together – Linking Instruction, Assessment and Interventions</i>	
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	Keynote —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>	

Agenda is subject to change.

Breakouts at a Glance

Presenters & Titles	Tuesday, October 8		Wednesday, October 9	
	10:00–11:30 a.m.	2:45–4:15 p.m.	9:45–11:15 a.m.	2:30–4:00 p.m.
Brian K. Butler				
They Are Not Your Kids or My Kids But Our Kids! A Culture of Collective Responsibility in Elementary Schools	X			
Concentrated Instruction in Practice		X		
Win Small, Win Early, Win Often! Why Celebration Should Be Part of Our Culture			X	
It's About Time: Planning Interventions and Extensions in Elementary School				X
Luis F. Cruz				
From a 20th Century Leadership Team to a 21st Century Guiding Coalition	X			
If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation		X		
Staff Resistance to the RTI Process: What Do We Do When Colleagues at Our Site Refuse to Participate?			X	
English Learners and the RTI at Work Process				X
Angela Freese				
Using Data to Guide a Collective Responsibility for Student Learning	X			
How to Balance Support and Accountability as Central Office Leadership		X		
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			X	

My Will is Strong ... But Where Do I Begin?				X
Paula Maeker				
From Purpose to Practice: Building a Culture of Collective Commitment in Elementary Teams	X			
Concentrated Instruction in Literacy		X		
It Begins at the End: Utilizing Assessment to Drive Intentional Outcomes for All Elementary Learners			X	
High Expectations, High Support: Guaranteeing High Levels of Learning for Every Child, Every Day in Elementary Schools				X
Mike Mattos				
Leading Cultural Change: How to Build a Culture of Collective Responsibility	X			
Interventions That Work! Making Your Current Site Interventions More Effective		X		
The Power of One: Creating Meaningful Teams for Singleton Staff			X	
It's About Time: Planning Interventions and Extensions in Secondary School				X

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Session Descriptions

Brian K. Butler

[KEYNOTE] 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.

They Are Not Your Kids or My Kids But Our Kids! A Culture of Collective Responsibility in Elementary Schools

In order to support *all* learners throughout the school day we have to build the capacity for *all* teachers through a culture of collective responsibility. Abandoning the idea that one or few English language, special education, or other teaching specialists could meet all the learning needs of many students, Mason Crest's specialist teachers became members of grade-level, collaborative teacher teams to ensure all teachers take collective responsibility for each and every student. Elementary-level administrators and teachers learn about a system that is based on creating a schedule that allows for meaningful collaboration, teamwork, and learning for adults and which can easily be implemented in their schools. This system and process builds the capacity of all teachers to effectively support English learners, students receiving special education services, and any other student needing support to learn at high levels.

Participants in this session:

- Learn how a school developed a master schedule that involves all staff.
- Understand the importance of creating meaningful teams and team norms.
- Explore a variety of team meeting structures and purposes that enable teams to focus on: planning instruction, assessing student learning, planning interventions for students who require additional time, and planning extensions for students who have already mastered the content.
- Examine the role of EL and special education teachers in team meetings.

Concentrated Instruction in Practice

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.

Brian K. Butler shares the process that staff members at Mason Crest Elementary School use to identify essential standards and how this process drives the cycle of instruction, including student goal setting through the development of "I can" statements. Mason Crest is a showcase for success and received Solution Tree's first DuFour Award in 2016 for demonstrating exceptional levels of student achievement.

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.

Win Small, Win Early, Win Often! Why Celebration Should Be Part of Our Culture

“Recognition provides opportunities to say, ‘Let us all be reminded and let us all know again what is important, what we value, and what we are committed to do’”(DuFour, DuFour, Eaker, et al., *Learning by Doing*, 2016).

In this session, Brian K. Butler focuses on how celebrations are an important tool for sustaining the PLC at Work process and how celebrations build and maintain a positive school culture. He shares his own experiences of celebrating at Mason Crest Elementary School and explores various ways schools can recognize and celebrate improvement, effort, and achievement. Additionally, participants will share their ideas and learn from one another.

Participants in this session:

- Examine the vital importance of celebrations.
- Explore various ways to make celebration everyone’s responsibility and ensure that there are many winners.
- Gain practical and enjoyable ideas for celebrations in their school

It’s About Time: Planning Interventions and Extensions in Elementary School

What does an effective elementary school intervention process look like? Brian K. Butler 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.

Brian K. Butler & Paula Maeker

In-Depth Seminar

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.

Luis F. Cruz

[KEYNOTE] 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?

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

From a 20th Century Leadership Team to a 21st Century Guiding Coalition

Effectively implementing a system that responds when students do not initially learn requires a concerted, well-informed effort. Who better to ignite this movement than a combination of teachers, staff, and administrators working together as a guiding coalition? Luis F. Cruz explains the need for a guiding coalition to mold a school’s culture and successfully implement RTI mindsets and practices. Participants discover the difference between a school’s often-antiquated leadership team and the powerful potential of a guiding coalition focused on ensuring that all students learn at high levels.

Participants in this session:

- Learn how a guiding coalition generates the collective responsibility needed to help all students achieve academic success.
- Recognize that implementing a successful RTI process requires a firm understanding of the different roles teams play throughout the school.
- Understand the need for various stakeholders, especially teachers, to align effective leadership practices with essential RTI processes.

If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation

Is effective teacher collaboration synonymous with collective planning? Is sharing resources with one another primarily what collaboration looks like? Luis F. Cruz shares the pivotal role collaboration plays in implementing RTI practices. Participants discover what teams must consider in identifying and unpacking essential standards and how to extrapolate clear learning targets from these standards.

Participants in this session learn:

- The difference between ineffective “*cob*laboration” and effective collaboration
- The process of identifying standards all students are expected to learn
- The process of unpacking standards to generate learning targets and build common formative and summative assessments

Time for Change: What Do We Do When Colleagues at Our Site Refuse to Participate in the RTI at Work Process?

Embracing the RTI process requires staff members to shift from the status quo. However, changing policies, practices, and procedures is challenging, and certain staff may resist implementation. Luis F. Cruz introduces skills outlined in his co-authored book with Anthony Muhammad, *Time for Change: 4 Essential Skills for Transformational School and District Leaders*, to provide participants with effective ways of dealing with both rational and irrational forms of staff resistance to the RTI at Work process.

Participants in this session learn:

- Why resistance is a common reaction when attempting to implement an RTI process
- The difference between rational and irrational forms of resistance and ways to address each
- How to create collective responsibility to ensure effective implementation

English Learners and the RTI at Work Process

While the English learner population continues to grow, few schools have been able to demonstrate significant levels of learning for this critical cohort. Do educators lack the pedagogical skills to promote learning for these students? Do schools lack the resources? Luis F. Cruz, a former and current English learner, explains the practical integration of collective leadership and introduces how critical aspects of the RTI at Work process may be used to accelerate learning for this growing and academically challenged cohort of students.

Participants in this session:

- Learn how the formation of an English learner taskforce aids intervention.
- Recognize the importance of building common language, knowledge, and expectations around job-embedded professional development through structured, whole-staff learning opportunities.
- Discover that schoolwide and smaller teacher team responsibilities needed to determine critical next steps toward academic success for students learning English as a second language.

Angela Freese

[KEYNOTE] 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. Angela Freese highlights the critical understandings and strategies collaborative teacher teams need to effectively use assessment to improve—not merely 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.

Using Data to Guide a 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 they 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 type of data schoolwide teams and collaborative teams need to ensure their students' academic growth.

How to Balance Support and Accountability as Central Office Leadership

The role of central office is pivotal for the systematic development of and commitment to RTI. Central office staff are often held accountable for consistent implementation of curriculum, instruction, and assessment. As we attempt to maintain balance of the varied, demanding roles of our positions, how can we remain diligent to our duty of ensuring high levels of learning for every child? Developing a common vision among the central office staff can create pathways for schools to receive the high levels of *support* that must precede those high levels of accountability. Angela Freese walks central office leadership through a process for understanding their role in shaping the fundamental elements of a guaranteed and viable curriculum that will lay the foundation for a healthy and sustainable RTI framework.

Central office leaders will learn how to:

- Design a guaranteed and viable curriculum systemwide.
- Promote systems of reflection and accountability to determine the unique implementation needs of each team or building within the district.
- Reinvigorate trust and transparency between schools and central office to identify current strengths, opportunities for improvement, and first steps for action.

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.

My Will is Strong ... But Where Do I Begin?

You are all fired up from what you have learned and are ready to return home and get things done! There is only one *small* challenge in your way; you aren't exactly sure where to begin. Your will has never been stronger, but you aren't sure that you have all the knowledge or skills to communicate your

desires to your colleagues yet. Maybe you have a team of people ready to go, but the current schedule doesn't allow for change at this point in the year. Or maybe you are in a position where you need to "manage up" in order to help your department chair, principal, curriculum director, or superintendent see the value of this work. Angela Freese leads a session that reviews case studies, and participants learn communication strategies to guide implementation of RTI principles in their schools or districts, wherever they may be on this journey.

In this session, participants will:

- Review case studies from all levels to recognize opportunities for entry and potential pitfalls when engaging in this work.
- Learn strong communication strategies for presenting new ideas to a team.
- Practice using tools to create sustainable conditions for implementation at any level of the organization.

In-Depth Seminar

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?

Angela Freese 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.

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

Concentrated Instruction in Literacy

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 in literacy have a greater understanding of how to ensure all students are learning at high levels and respond immediately and effectively when students do not.

Participants will engage in:

- 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 learning 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.

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 backwards design to improve best initial instruction.
- Explore team data protocols to respond to the individual needs of every student.

High Expectations, High Support: Guaranteeing High Levels of Learning for Every Child, Every Day in Elementary Schools

Ensuring 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 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.

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.

Mike Mattos

[KEYNOTE] 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.

[KEYNOTE] 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.

Leading Cultural Change: How to Build a Culture of Collective Responsibility

The fundamental purpose of a professional learning community—and the reason to create a multitiered system of interventions—is to ensure that every student learns at high levels. Yet, if a school staff is unwilling to align their school mission to this outcome, then implementing PLC and RTI practices will assuredly create a cultural tug-a-war on campus. This breakout addresses how a site leadership team can create a school culture of collective responsibility.

Participants will:

- Assess their current school culture.
- Learn a six-step process to create consensus around a learning-focused school mission.
- Utilize materials from *Taking Action*.

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.

The Power of One: Creating Meaningful Teams for Singleton Staff

High-performing collaborative teams are the foundation for any professional learning community—the engines that drive the entire process! Nearly every school or district has educators who are singletons (the only person who teaches a particular course or grade level); educators who support multiple grade levels, such as a special education teacher or reading coach; or educators who provide supplemental support, such as a school counselor, psychologist, or librarian. How do these individuals fit into collaborative teams? This session offers guiding principles and real-life examples of how to create meaningful, powerful, collaborative teams for educators looking to connect to the *power of one*.

This session calls on participants to:

- Learn multiple ways to create meaningful, job-embedded teams for singleton staff.
- Consider teaming options for elective or specials teachers, special education staff, and staff who oversee unique programs.
- Repurpose a site intervention team into a high-performing collaborative team.

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.

Mike Mattos & Luis F. Cruz

In-Depth Seminar

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.