

Agenda

Jacksonville, FL • September 16–18

Monday, September 16

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.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote —Brian K. Butler <i>Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn</i>	
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	Breakouts	

Tuesday, September 17

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:30 a.m.	Keynote —Nicole Dimich Vagle <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.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Keynote —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	Breakouts	
4:00–4:45 p.m.	Team Time <i>Presenters are available to aid in your collaborative team discussions.</i>	

Wednesday, September 18

7:00–8:00 a.m.	Continental Breakfast	
8:00–10:15 a.m.	In-Depth Seminar —Brian K. Butler & Rich R. Rodriguez <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 —Nicole Dimich Vagle <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	Monday, September 16		Tuesday, September 17	
	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 an Elementary Context		X		
Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier 1 Teacher Team Essential Actions 3 and 4			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
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
Rich R. Rodriguez				
We Can't Effectively Teach and Intervene If Our Students Continuously Misbehave	X			
K-3 Reading Skills: The Difference Between Prevention and Intervention		X		
We Implemented a PBIS Model and We Still Have Behavior Issues			X	
Tier 3 Interventions for Students Reading Two or More Years Below Grade				X
Nicole Dimich Vagle				
Using Data to Guide a Collective Responsibility for Student Learning	X			
Literacy Practices to Ensuring All Students Learn at High Levels		X		
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			X	
Investing Students in the RTI Process				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 an Elementary Context

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.

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.

Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier 1 Teacher Team Essential Actions 3 and 4

Within the team-teaching assessment cycle, the need for ongoing checks for understanding and for administering team-developed common formative assessments and end-of-unit assessments for every essential standard cannot be understated. Perhaps more importantly, the need for teacher teams to collaboratively analyze results and collectively respond gives students and teachers the most powerful opportunity to learn at high levels. Collaborative teams identify what is essential for students and create common assessments to target each skill, but teams need to use data in a laser-like manner. This means diving deep, and in doing so, teachers can find the pearls that inform their practices.

Participants in this session:

- Understand the two levers of learning that are activated by answering the second critical question for teacher teams who wish to be highly effective in schools that function as PLCs at Work.
- Use a data set and protocol for examining assessment information to target interventions and extensions and identify effective teaching strategies focused on these questions:
 1. How do we respond when students haven't learned?
 2. How do we extend learning for students who are proficient?
 3. Which teachers are showing effective practices that colleagues could learn from?
 4. Where did the team struggle and what are we going to do about it?
- Assess their school's or team's current reality in judging the quality of student work and using team-developed common formative assessments to monitor each student's attainment of essential learning outcomes.

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 & Rich R. Rodriguez

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.

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.

Rich R. Rodriguez

We Can't Effectively Teach and Intervene If Our Students Continuously Misbehave

Some students lack prior skills, knowledge, and academic and social behaviors, and some have a home life that is counterproductive to academic success. Positive Behavior Interventions and Supports (PBIS), PLC, and RTI are not programs. Rather, they are models used to create supports to teach, model, and reinforce academic and social behaviors. This session focuses on the process of designing, creating, and implementing Tier 1 behavioral supports schoolwide and in the classroom.

In this session, the participants will:

- Learn the process of identifying essential academic and social behaviors.
- Understand how to collaboratively create a model for schoolwide and classroom behaviors.
- Utilize this process and model to build systematic and targeted multitiered behavioral supports.

K–3 Reading Skills: The Difference Between Prevention and Intervention

Reading foundational skills must be mastered or students will continuously struggle. Where does a team start when kindergarten students arrive to school already reading and some don't know their letters? The gap will only widen without timely, targeted, and systematic interventions and preventions. Participants dig deep into the process of identifying student's current levels via CBMs and diagnostics, prescribing interventions, monitoring progress and revising the interventions. They also look at grouping, schedules, and resources.

Participants in this session will:

- Develop a reading assessment protocol using appropriate multiple measures.
- Use data to identify, prescribe, monitor, extend, and revise groups for targeted instruction.
- Develop a schedule and use resources to support students.

We Implemented a PBIS Model and We Still Have Behavior Issues

Your school has implemented a PBIS model and has students who need additional support. This session will align Tier 1 schoolwide and classroom behavioral interventions with Tier 2 supports that are targeted, systematic, and manageable. Rich R. Rodriguez leads participants through diagnosing antecedents to poor behavior, designing individualized settings and strategies for at-risk students, and how to replace undesirable behaviors.

Participants in this session will:

- Analyze student misbehaviors so they can address the causes and not the symptoms.
- Design, implement, monitor, and reward student behavior with the Check-In/Check-Out (CICO) system.
- Understand how to keep Tier 2 interventions targeted and systematic.

Tier 3 Interventions for Students Reading Two or More Years Below Grade

Students reading two or more years below grade level can access the curriculum but will never master it without intensive reading and writing remediation. Participants answer the question, Why don't programs fix it? Rich R. Rodriguez examines how schools with a high number of at-risk readers addressed this Tier 3 issue.

Participants in this session will learn how to:

- Identify and diagnose reading deficits.
- Prescribe the appropriate interventions, monitor progress, and revise.
- Group students for targeted, systematic, and urgent interventions.
- Creatively build the intervention time within the master schedule.

Nicole Dimich Vagle

[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. 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.

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.

Literacy Practices to Ensuring All Students Learn at High Levels

Learning to read, write, and speak at high levels is complex and nuanced. Background knowledge and student experience influence how students come to learn to read, write, and speak at high levels. The foundation of ensuring all of our students learn at high levels is a clear picture of what we want our students to learn. This process includes establishing criteria for identifying essential standards; developing student friendly learning targets from standards; identifying tasks or the rigor to determine proficiency; mapping out the timeline for ensuring proficiency; and planning for extension. Participants put these ideas into practice and gain an understanding of the products that automatically flow from this process and tools to use back at their schools and districts.

In this session, participants will:

- Identify criteria for determining grade-level or course essential standards in literacy.
- Identify characteristics of high-quality literacy assessment tasks to use as formative feedback during instruction.
- Explore how to remediate and intervene when students are struggling to read.

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.

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.

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?

Nicole Dimich Vagle 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:

- Learn 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.