

# Agenda

## Jacksonville, FL • September 16–18

### Monday, September 16

7:00–8:00 a.m.	Registration	Grand Foyer
	Continental Breakfast	Grand Ballroom 1–3
8:00–9:45 a.m.	<b>Keynote</b> —Luis F. Cruz <i>Redesigning Our Schools for All Students: Embracing the RTI at Work Process</i>	Grand Ballroom 4–5
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakouts</b>	See pages 3–4.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Keynote</b> —Brian K. Butler <i>Concentrated Instruction: Creating a Laser-Like Focus on What All Students Must Learn</i>	Grand Ballroom 4–5
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	<b>Breakouts</b>	See pages 3–4.

### Tuesday, September 17

7:00–8:00 a.m.	Registration	Grand Foyer
	Continental Breakfast	Grand Ballroom 1–3
8:00–9:30 a.m.	<b>Keynote</b> —Nicole Dimich Vagle <i>Convergent Assessment: Gathering Evidence to Increase Student Learning</i>	Grand Ballroom 4–5
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakouts	See pages 3–4.
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	<b>Keynote</b> —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	Grand Ballroom 4–5
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	<b>Breakouts</b>	See pages 3–4.
4:00–4:45 p.m.	<b>Team Time</b> <i>Presenters are available to aid in your collaborative team discussions.</i>	Grand Ballroom 4–5

### Wednesday, September 18

7:00–8:00 a.m.	Continental Breakfast	Grand Ballroom 1–3
8:00–10:15 a.m.	<b>In-Depth Seminar</b> —Brian K. Butler & Rich Rodriguez <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i>	Grand Ballroom 6–8
	<b>In-Depth Seminar</b> —Mike Mattos & Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	Grand Ballroom 4–5
	<b>In-Depth Seminar</b> —Nicole Dimich Vagle <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i>	River Terrace 1
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	<b>Keynote</b> —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>	Grand Ballroom 4–5

Agenda is subject to change.

# Breakouts at a Glance

Presenter & Title	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.
<b>Brian K. Butler</b>				
They Are Not Your Kids or My Kids but Our Kids! A Culture of Collective Responsibility in Elementary Schools	Grand Ballroom 6–7			
Concentrated Instruction in an Elementary Context		Grand Ballroom 6–7		
Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier 1 Teacher Team Essential Actions 3 and 4			River Terrace 1	
It's About Time: Planning Interventions and Extensions in Elementary School				River Terrace 1
<b>Luis F. Cruz</b>				
From a 20th Century Leadership Team to a 21st Century Guiding Coalition	Grand Ballroom 4–5			
If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation		Conference Center B		
Time for Change: What Do We Do When Colleagues at Our Site Refuse to Participate in the RTI at Work Process?			Conference Center B	
English Learners and the RTI at Work Process				Conference Center B
<b>Mike Mattos</b>				
Leading Change: How to Build a Culture of Collective Responsibility	Conference Center B			
Interventions That Work! Making Your Current Site Interventions More Effective		Grand Ballroom 4–5		
The Power of One: Creating High-Performing Teams for Singleton Staff			Grand Ballroom 4–5	
It's About Time: Planning Interventions and Extensions in Secondary School				Grand Ballroom 4–5
<b>Rich Rodriguez</b>				
We Can't Effectively Teach and Intervene If Our Students Continuously Misbehave	Grand Ballroom 8			
K–3 Reading Skills: The Difference Between Prevention and Intervention		Grand Ballroom 8		
We Implemented a PBIS Model and Still Have Behavioral Issues			Grand Ballroom 8	
Tier 3 Interventions for Students Reading Two or More Years Below Grade Level				Grand Ballroom 8

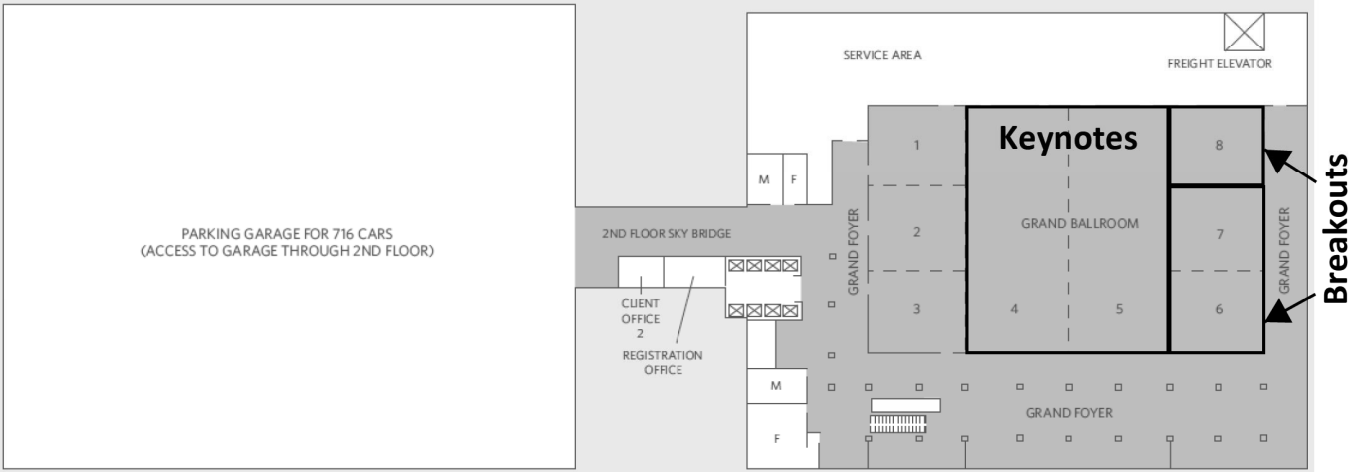
# Breakouts at a Glance

Presenter & Title	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.
<b>Nicole Dimich Vagle</b>				
Using Data to Guide Collective Responsibility for Student Learning	River Terrace 1			
Literacy Practices to Ensure All Students Learn at High Levels		River Terrace 1		
Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			Grand Ballroom 6–7	
Investing Students in the RTI Process				Grand Ballroom 6–7

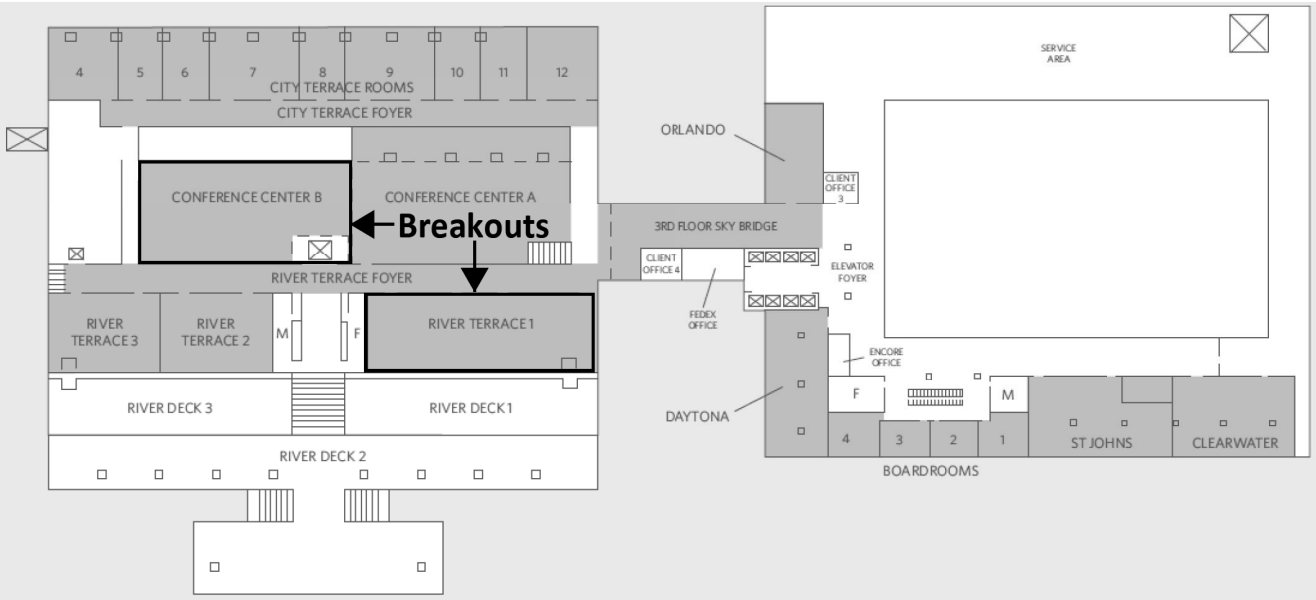
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# Hyatt Regency Jacksonville

## Second Floor



## Third Floor



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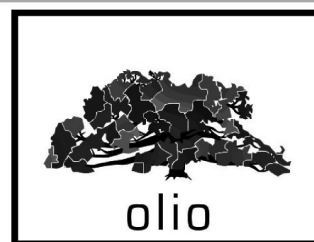


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Duck Confit Grilled Cheese B L D  
301 E Bay St.

## Restaurants at The Landing

### 2 Independent Drive

An Apple a Day  
Quick-Stop Market/Deli- \$ B L D  
  
Benny's Steak and Seafood  
Steak/Seafood- \$\$\$ L D  
  
Chicago Pizza and Sports Grille  
Pizza/American- \$\$ L D  
  
Cinco De Mayo  
Mexican- \$ L D  
  
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Dessert- \$ L D  
  
Hooters  
American/Wings- \$\$ L D  
  
The Village Bread Café  
Deli- \$ B L D

*Additional restaurants are located  
in the food court, L D*

## Desserts

Peterbooke Chocolate  
110 Laura St.  
Sweets & Coffee - \$

Sweet Pete's  
400 N Hogan St.  
Candy & Desserts - \$

Adam's Street Deli & Grill  
126 W Adams St.  
Deli - \$ L D

Akel's Deli  
315 W Forsythe St.  
Deli - \$ L D

Atrium Café Deli  
1 Independence Dr. W  
Deli - \$ B L D

Azucena Corner Deli  
100 E Forsyth St.,  
Deli - \$ L D

Big Pete's Pizzeria  
118 N Julia St  
Italian - \$ L D

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Burrito Gallery  
21 E Adams St.  
Mexican- \$ B L D

Café Nola @ MOCA  
333 N. Laura St.  
Bistro- \$\$ L D

## Walk-To Dining

The Candy Apple Café & Cocktails  
400 N. Hogan St.  
French & Southern Fusion- \$\$ B L D

Casa Dora Italian Restaurant  
108 E Forsyth St.  
Italian- \$ L D

Chamblin's Uptown Café  
215 N. Laura St.  
Café & Coffee- \$ B L D

Chart House  
1501 Riverplace Dr.  
Seafood- \$\$ D

D&G Deli & Grill  
233 E Bay St.  
Deli - \$ B L

Indochine  
21 E. Adams St.  
Thai- \$\$ L D

Jimmy John's  
201 N. Laura St.  
Sandwiches- \$ L D

Juliette's Bistro  
245 Water Street  
Bistro- \$\$ B L D

Midtown Deli & Café  
100 N Laura St.  
Deli - \$\$ B L D

Olio  
301 E Bay St.  
American - \$ B L

Pho. A Noodle Bar  
117 W Adams St.  
Asian Noodle- \$ L D

Ruth's Chris Steak House  
1201 Prudential Dr.  
Steakhouse- \$\$\$ D

Super Food and Brew  
11 E Forsyth St.  
Bistro- \$\$ L D

Spliffs Gastropub  
15 Ocean St.  
Gastropub- \$\$ L D

Urban Grind Coffee Company  
45 W Bay St & 50 N. Laura St.  
Café & Coffee- \$ B L

### Pricing Guide:

\$= less than \$10  
\$\$= \$10-20  
\$\$\$= \$20-30

### Meal Guide:

B Breakfast  
L Lunch  
D Dinner



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# Session Descriptions—Day 1

## MORNING KEYNOTE



### **Luis F. Cruz**

#### **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.

## MORNING BREAKOUTS

### **Brian K. Butler**

#### **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 every student. Elementary-level administrators and teachers learn about a scheduling system that allows meaningful collaboration, teamwork, and learning for adults, and which can be easily implemented. This system 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:

- Discover how a particular 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 English learners and special education teachers in team meetings.

# Session Descriptions—Day 1

## **Luis F. Cruz**

### **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.

## **Mike Mattos**

### **Leading 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 in this session:

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

## **Rich 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, demonstrate, 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.

Participants in this session:

- 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.

# Session Descriptions—Day 1

**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 require 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**



**Brian K. Butler**

## **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**

**Brian K. Butler**

## **Concentrated Instruction in an Elementary Context**

Brian K. Butler shares the process that staff 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 1) establishing criteria for identifying essential standards, 2) developing a team process for determining essential standards, 3) developing student-friendly learning targets from the standards, 4) identifying tasks or rigor to determine proficiency, 5) mapping out a timeline to achieve proficiency, and 6) planning for extension.

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 1

## **Luis F. Cruz**

### **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 “coblaboration” 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

## **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.

## **Rich Rodriguez**

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

Students must master foundational reading skills or they will continuously struggle. Where does a team start when kindergarten students arrive to school already reading and some don’t know their letters? Without timely, targeted, and systematic interventions and preventions, the gap will only widen. Participants in this session 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 delve into grouping, schedules, and resources.

Participants can expect to:

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

# Session Descriptions—Day 1

## **Nicole Dimich Vagle**

### **Literacy Practices to Ensure 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 well students learn to read, write, and speak. The foundation of ensuring all our students learn at high levels involves 1) establishing criteria to identify essential standards, 2) developing student-friendly learning targets from standards, 3) identifying tasks or the rigor to determine proficiency, 4) mapping out a timeline for ensuring proficiency, and 5) planning for extension. Participants in this session put these ideas into practice, gain an understanding of the products that automatically flow from this process, and obtain tools to use back at their schools and districts.

Participants in this session can expect to:

- Identify criteria for determining grade-level or course-essential literacy standards.
- 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.

# Session Descriptions—Day 2

## MORNING KEYNOTE



### **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

### **Brian K. Butler**

#### **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. 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 that seek to be highly effective in schools that function as PLCs at Work.
- Use a data set and protocol to examine assessment information, to target interventions and extensions, and to 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.

# Session Descriptions—Day 2

## **Luis F. Cruz**

### **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 coauthored book with Anthony Muhammad, *Time for Change: Four Essential Skills for Transformational School and District Leaders* (2019), to provide participants with effective ways of dealing with 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

## **Mike Mattos**

### **The Power of One: Creating High-Performing 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.

## **Rich Rodriguez**

### **We Implemented a PBIS Model and Still Have Behavioral Issues**

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

Participants in this session:

- Analyze student misbehaviors so they can address the causes and not the symptoms.
- Learn to 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.

# Session Descriptions—Day 2

## **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**

## **Brian K. Butler**

### **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.

# Session Descriptions—Day 2

## **Luis F. Cruz**

### **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 ways in which critical aspects of the RTI at Work process can 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.
- Determine steps teacher teams should take to ensure academic success for EL learners.

## **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.

## **Rich Rodriguez**

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

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 in this session answer the question, Why don't programs fix it? Rich Rodriguez illustrates how schools with a high number of at-risk readers have addressed this Tier 3 issue.

Participants learn how to:

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

# Session Descriptions—Day 2

**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

## IN-DEPTH SEMINARS

### **Brian K. Butler & Rich Rodriguez**

#### **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 & Luis F. Cruz**

#### **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 interventions 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 in this session 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

## KEYNOTE



### **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.



## Brian K. Butler

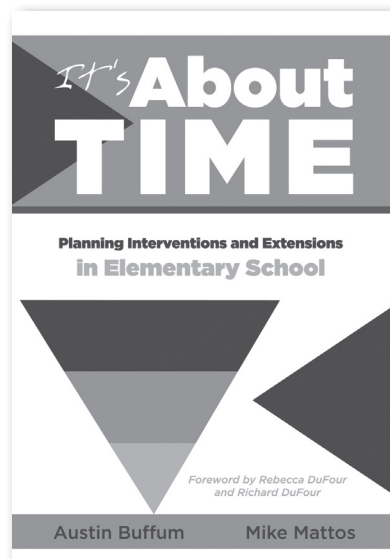
Brian K. Butler, an education consultant, was principal of Mason Crest Elementary School in Fairfax County, Virginia. Under his leadership, Mason Crest received Solution Tree's first annual DuFour Award in 2016. The honor, named after PLC at Work architect Richard DuFour, credits high-performing PLCs that demonstrate exceptional levels of student achievement.

With Brian as principal, Mount Eagle Elementary, also in Fairfax County, achieved outstanding results in reading and mathematics on state tests, earning schoolwide pass rates of more than 92 percent in 2009.

In 2008, Brian received the Nancy F. Sprague Leadership Award, a commendation of excellence as one of Fairfax County's Outstanding First-Year Principal nominees.

**Twitter:** @bkbutler\_brian

### Solution Tree Resource:





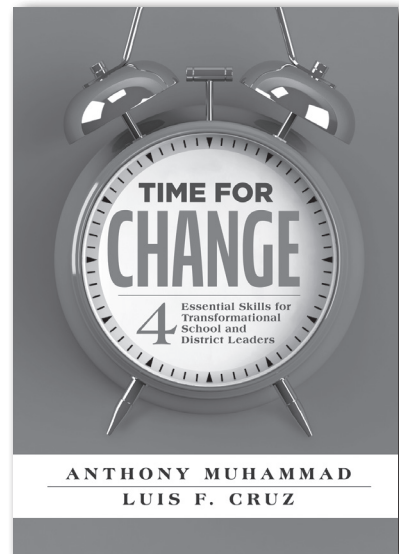
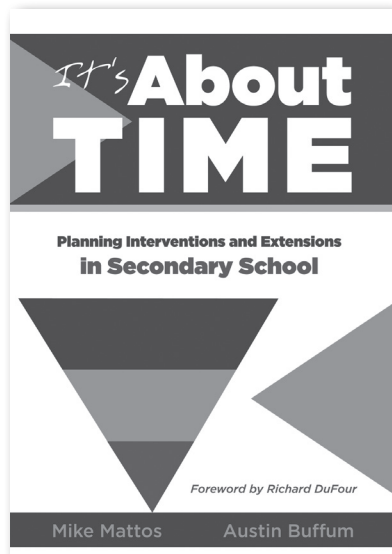
## Luis F. Cruz

Luis F. Cruz, PhD, consultant and author, is the former principal of Baldwin Park High School, east of Los Angeles, California. He has been a teacher and administrator at the elementary, middle, and high school levels. In 2007, Dr. Cruz led an effort to secure a \$250,000 grant for Baldwin Park from the California Academic Partnership Program to promote a more equitable and effective organization.

Dr. Cruz has won the New Teacher of the Year, Teacher of the Year, Administrator of the Year, and other community leadership awards. He and a committee of teacher leaders at Baldwin Park received California's prestigious Golden Bell Award from the California School Boards Association for closing the achievement gap between the general student population and students learning English as a second language.

**Twitter:** @lcruzconsulting

### Solution Tree Resources:





## Mike Mattos

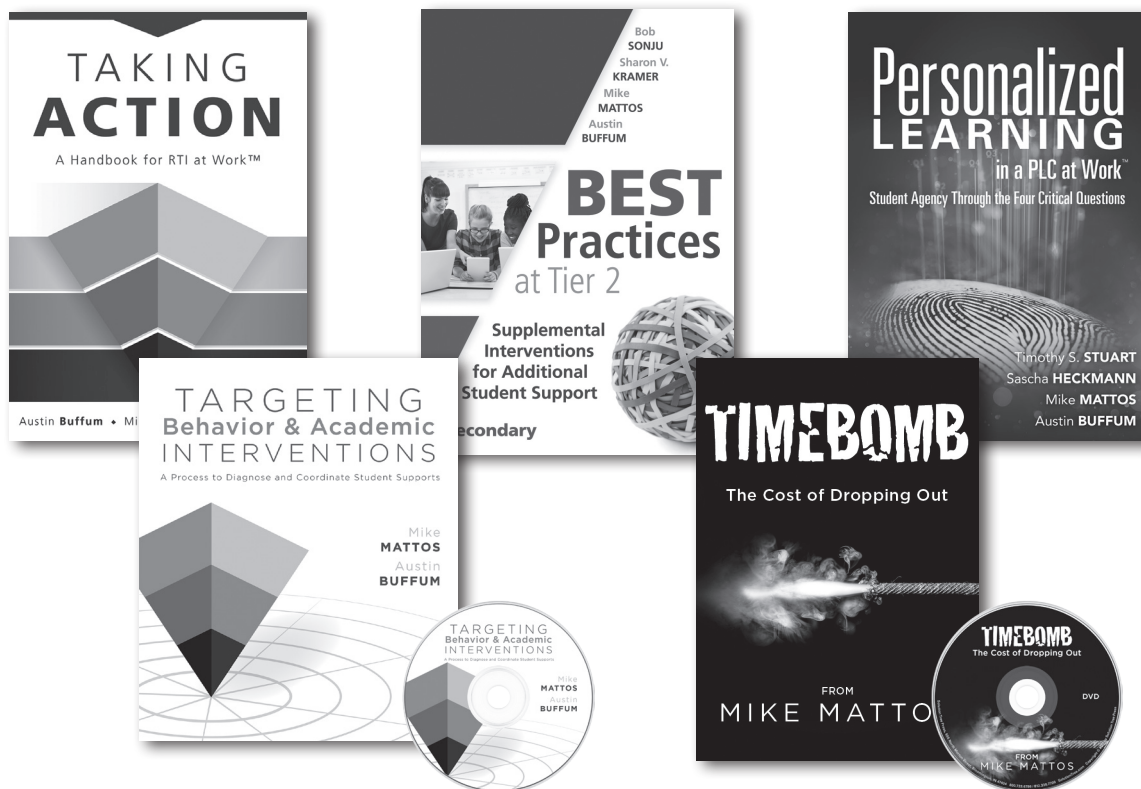
Mike Mattos specializes in uniting teachers, administrators, and support staff to transform schools by implementing response to intervention and PLCs. He is an architect of the PLC at Work and RTI at Work models.

Mike is former principal of Marjorie Veeh Elementary School and Pioneer Middle School in California. In 2004, Marjorie Veeh, an elementary school with a large population of youth at risk, won the California Distinguished School and National Title I Achieving School awards.

The standardized test scores at Pioneer, a National Blue Ribbon School, rank among the top 1 percent for California secondary schools. For his leadership, Mike was named the county's Middle School Administrator of the Year by the Association of California School Administrators.

**Twitter:** @mikemattos65

### Solution Tree Resources:



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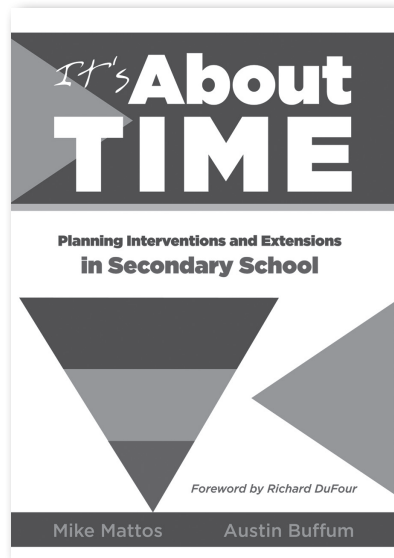
## Rich Rodriguez

Rich Rodriguez is principal of TeWinkle Intermediate School in Newport-Mesa Unified School District (NMUSD) in California.

At TeWinkle, Rich led implementation of an effective reading and math intervention model, serving a student population that is 85 percent socioeconomically disadvantaged and 45 percent English learners. Through the model, struggling students receive screening and diagnosis. They then get targeted, flexible, and monitored intervention. As a result, reading levels increased by three grades in one year. Results for math are similar, and the academic performance index continues to rise.

As principal of Newport Elementary School (also in the NMUSD), Rich led the implementation of a PLC with a successful pyramid response to intervention and enrichment process. The Newport faculty created a highly collaborative culture in which proficiency rates hover at 90 percent in language arts and math. Newport is a 2010 California Distinguished School.

### Solution Tree Resource:





## Nicole Dimich Vagle

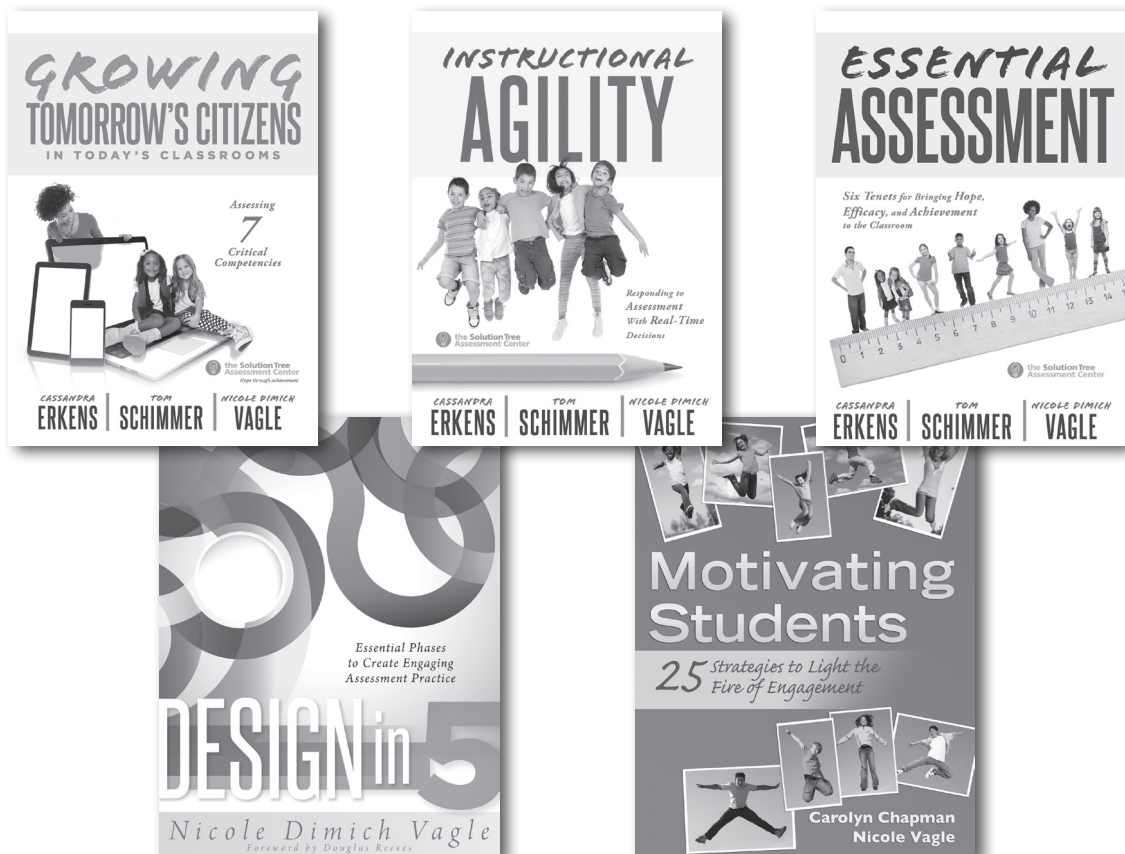
Nicole Dimich Vagle works with educators in presentations, trainings, and consultations to address critical issues and facilitate improved support of student learning.

She was a high school reform specialist, where she worked with staff to support the implementation of small learning communities. This work included coaching individual educators and teams of teachers in assessment, literacy, and high expectations. Nicole also helped implement a data templates project in collaboration with the University of Minnesota. As training coordinator, she helped educators design templates to track and analyze data.

A former English teacher, Nicole was a program evaluator and trainer at the Princeton Center for Leadership Training in New Jersey.

**Twitter:** @NicoleVagle

### Solution Tree Resources:



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