

# Agenda

## Hot Springs, AR • October 27–29

### Tuesday, October 27

6:30–8:00 a.m.	Registration
	Continental Breakfast
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>
9:45–10:15 a.m.	Break
10:15–11:45 a.m.	<b>Breakout Sessions</b>
11:45 a.m.–1:15 p.m.	Lunch (on your own)
1:15–2:45 p.m.	<b>Keynote</b> —Brian K. Butler <i>A Guaranteed and Viable Curriculum Ensuring Access and Equity: Creating a Laser-Like Focus on What All Students Must Learn</i>
2:45–3:15 p.m.	Break
3:15–4:45 p.m.	<b>Breakout Sessions</b>

### Wednesday, October 28

7:00–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:30 a.m.	<b>Keynote</b> —Angie Freese <i>Convergent Assessment: Gathering Evidence to Increase Student Learning</i>
9:30–10:00 a.m.	Break
10:00–11:30 a.m.	<b>Breakout Sessions</b>
11:30 a.m.–1:00 p.m.	Lunch (on your own)
1:00–2:30 p.m.	<b>Keynote</b> —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>
2:30–3:00 p.m.	Break
3:00–4:30 p.m.	<b>Breakout Sessions</b>
4:30–5:15 p.m.	<b>Team Time</b> —Presenters are available to aid in your collaborative team discussions.

**Thursday, October 29**

7:00–8:00 a.m.	Continental Breakfast
8:00–10:15 a.m.	<b>In-Depth Seminar</b> —Luis F. Cruz, Aaron Hansen & Mike Mattos <i>Putting It All Together: Creating a Multitiered System of Supports</i>
	<b>In-Depth Seminar</b> —Brian K. Butler & Angie Freese <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i>
10:15–10:45 a.m.	Break
10:45–11:45 a.m.	<b>Keynote</b> —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>

**Agenda subject to change.**

## Breakouts at a Glance

Presenter & Title	Tuesday, October 27		Wednesday, October 28	
	10:15–11:45 a.m.	3:15–4:45 p.m.	10:00–11:30 a.m.	3:00–4:30 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	X			
What About Us? Unwrapping Standards, Creating Learning Progressions, and Setting Goals for PreK–2 Teams		X		
Convergent Assessment: Producing High Levels of Student and Adult Learning—Tier I Teacher Team Essential Actions 3 and 4			X	
It’s About Time: Planning Interventions and Extensions in Elementary School				X
<b>Luis F. Cruz</b>				
From a 20th Century Leadership Team to a 21st Century Guiding Coalition	X			
If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation		X		
Time for Change: What Do We Do When Colleagues at Our Site Refuse to Participate in the RTI at Work Process?			X	
English Learners and the RTI at Work Process				X
<b>Angie Freese</b>				
Using Data to Guide Collective Responsibility for Student Learning	X			
Precisely Flexible: Assessing for Mastery in an Unpredictable Learning Environment		X		

Analyzing Student Work to Plan Tier 1 and Tier 2 Responses			X	
How to Balance Support and Accountability as Central Office Leadership				X
<b>Aaron Hansen</b>				
Commitment, Persistence, and Reinspiration	X			
Empowering Students Academically and Emotionally through Intervention and Enrichment		X		
Common Formative Assessment: The First Step in Making Smart Intervention Decisions.			X	
Building a Positive Student Culture and Ensuring Systematic Relationships				X
<b>Mike Mattos</b>				
Leading 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 High-Performing Teams for Singleton Staff			X	
It's About Time: Planning Interventions and Extensions in Secondary School				X

**Agenda is subject to change.**

# Session Descriptions—Day 1

## **KEYNOTE** [8:00–9:45 a.m.]

**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** [10:00–11:30 a.m.]

**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.

## **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.

## **Angie Freese**

### **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.

## **Aaron Hansen**

### **Commitment, Persistence, and Reinspiration**

Author and educator Mike Schmoker calls it *the press*—the daily avalanche of new initiatives, reports, lesson plans, grading, parent inquiries, emails, and meetings that add to the enormous pressure teachers and leaders face. It is no wonder that educators often feel frustrated and are distracted from what is important. Through stories and structured conversations, Aaron Hansen helps participants reconnect their “why” to their organizational purpose and learn how to help others at their schools do the same. When individual purpose and organizational purpose align, the opportunity is ripe for revolutionary change. Participants in this session will be reinspired while they develop ways to keep their school community committed, persistent, and motivated to make real and lasting change.

Participants can expect to:

- Learn how to connect each staff member's personal purpose to the organization's vision.
- Help staff establish and sustain commitment and persistence to achieve high levels of learning for all students.
- Become re-inspired to make a difference!

### **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.

### **KEYNOTE [1:00–2:30 p.m.]**

#### **Brian K. Butler**

#### **A Guaranteed and Viable Curriculum Ensuring Access and Equity: 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 [2:45–4:15 p.m.]**

#### **Brian K. Butler**

#### **What About Us? Unwrapping Standards, Creating Learning Progressions, and Setting Goals for PreK–2 Teams**

This session, targeted to administrators, teachers, and coaches, aligns with Chapter 4 of Brian Butler and his colleagues' book *What About Us? The PLC at Work Process for Grades PreK–2 Teams* (Solution Tree Press, 2020). Brian focuses on the link between identifying essential standards and creating assessments.

Participants learn three essential steps that are key to creating effective assessments for learning:

1. Break down standards into specific learning targets that clarify for teachers and students exactly what students are learning.
2. Develop learning progressions that clearly show the steps toward proficiency.
3. Communicate those steps to students by setting goals collaboratively.

### **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 “*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

### **Angie Freese**

#### **Precisely Flexible: Assessing Mastery in an Unpredictable Learning Environment**

In-person or remote? Synchronous or asynchronous? We have been grappling with answers to these questions, among others, as we try to maintain high levels of learning in our evolving and uncertain school environment. Yet there is at least one thing we know for sure—we cannot reach the desired levels of student achievement without a laser-like focus on the essential learning and by understanding how to recognize proficiency when we see it. Angie Freese leads a session that guides participants through the process of high-quality assessment and instructional design to ensure students are learning—no matter when, where, or how. She provides participants with tools to monitor and respond to student performance with confidence.

Outcomes from this session include:

- Recognizing that good assessment practice is good assessment practice, no matter where or how kids are learning
- Learning assessment qualities and conditions for success in both in-person and remote learning environments
- Gathering new resources and templates to support high-quality assessment and instructional design

### **Aaron Hansen**

#### **Empowering Students Academically and Emotionally Through Intervention and Enrichment**

To reach the levels of rigor demanded of them on high-stakes assessments and life in this era of innovation, students must become owners of their learning. All too often, students passively comply in completing assignments without really *learning* what is intended.

Participants in this session are challenged to rethink their teaching stance to become more learner-centered by embedding RTI concepts into their daily practice—virtually or in classrooms. In doing so, they help kids take ownership of their intervention and enrichment. Participants walk away with strategies they can immediately begin using in their schools and classrooms to bolster student achievement.

Outcomes from this session include:

- Learning the difference between a delivery-centered and learner-centered stance and how to apply these concepts to improve students' academic and emotional outcomes
- Discovering ways to easily track student progress and thus empower students to make decisions for self-improvement and, ultimately, understand their potential to shape their destiny.
- Becoming re-inspired!

### **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.

## **Session Descriptions—Day 2**

### **KEYNOTE [8:00–9:30 a.m.]**

#### **Angie Freese**

#### **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. Angie 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.

## **MORNING BREAKOUTS [9:45–11:15 a.m.]**

### **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.

### **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*, 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

## **Angie Freese**

### **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.

## **Aaron Hansen**

### **Common Formative Assessment: The First Step in Making Smart Intervention Decisions**

There are two primary reasons we collect data on a PLC team: 1) to improve professional practice and 2) to increase student learning. Participants in this session explore the kinds of data, protocols, and conversations that help teachers improve their practice. Aaron Hansen illustrates how to shift data collection and common assessments from “a thing we do” to a powerful means for gathering actionable information that results in substantive improvements in student learning. Before systems of intervention can be as effective as we hope, teacher teams must become adept at gathering information about students' measurable deficits. The more fluid teams become, the better their outcomes.

Participants in this session:

- Practice using simple data to inform decisions about intervention.
- Use that set of data to understand how to engage in conversations that improve teams' professional practice.
- Understand the power of involving students in tracking their own data to develop a sense of ownership of their learning.

## **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.

### **KEYNOTE [12:45–2:15 p.m.]**

**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 [2:30–4:00 p.m.]**

**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.

**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.

### **Angie Freese**

#### **How to Balance Support and Accountability as Central Office Leadership**

The role of the 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 central office staff can create pathways for schools to receive high levels of support that must precede those high levels of accountability. Angie 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 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.

### **Aaron Hansen**

#### **Building a Positive Student Culture and Ensuring Systematic Relationships**

School connectedness is linked to higher grades, higher test scores, and lower dropout rates, regardless of students' socioeconomic status (Blum & Libbey, 2004). All things related to teaching, leading, and learning are nested in relationships. We all know the importance of students, especially at-risk students, having meaningful and positive relationships with adults. However, schools are rarely systematic about ensuring they exist. Participants find out how to not only foster positive relationships for students, but also how to intentionally create structures, develop student and staff buy-in, and track data to ensure *all* students have someone who advocates for them and ultimately helps them be successful in school and life.

Participants in this session:

- Are reminded, through stories and reflection, about the importance of relationships for student success.
- Learn simple tools to foster staff conversations that lead to a commitment to building relationships.
- Obtain ways to apply these tools to systematically ensure every student feels safe, accepted, and listened to, and has a meaningful relationship with an adult on campus.

**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.

## **Session Descriptions—Day 3**

### **IN-DEPTH SEMINARS [8:00–10:15 a.m.]**

**Luis F. Cruz, Aaron Hanson & Mike Mattos**

**Putting It All Together: Creating a Multitiered System of Supports**

Participants in this session are guided through the process of creating a multitiered system of intervention, 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.

**Brian K. Butler & Angie Freese**

**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?

Angie 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 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.

**KEYNOTE [10:30–11:30 a.m.]**

**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.