

# Agenda

## Winnipeg, MB • March 7–9

### Wednesday, March 7

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m.	<b>Keynote</b> —Luis F. Cruz <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakouts</b>	
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Keynote</b> —Austin Buffum <i>Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning</i>	
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	<b>Breakouts</b>	

### Thursday, March 8

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:30 a.m.	<b>Keynote</b> —Austin Buffum <i>Convergent Assessment: Connecting the Dots to Increase Student Achievement</i>	
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	<b>Breakouts</b>	
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	<b>Keynote</b> —Mike Mattos <i>Certain Access: How to Create a Multitiered System of Supports</i>	
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	<b>Breakouts</b>	
4:00–4:45 p.m.	<b>Team Time</b> <i>A collaboration time for your team. Presenters are available for help in team discussion.</i>	

### Friday, March 9

7:00–8:00 a.m.	Continental Breakfast	
8:00–10:15 a.m.	<b>In-Depth Seminar</b> —Austin Buffum <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i>	
	<b>In-Depth Seminar</b> —François Massé <i>Putting It All Together: How Districts Can Support the RTI Process in Schools of All Sizes</i>	
	<b>In-Depth Seminar</b> —Mike Mattos & Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	
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>	

**Agenda is subject to change.**

## Breakouts at a Glance

Presenters & Titles	Wednesday, March 7		Thursday, March 8	
	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>Austin Buffum</b>				
Creating a Culture of Collective Responsibility: From Believing to Doing	X			
Concentrated Instruction at Elementary Schools: Selecting and Prioritizing Essential Standards		X		
Top-Down, Bottom-Up, or Both?			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 Your Teams Cannot Collaborate Effectively, Then "Forget About It!"		X		
Staff Resistance to the RTI Process: What Do We Do When Colleagues at Our Site Refuse to Participate?			X	
Applying the Four Cs of RTI to Ensure Academic Success for English Learners				X
<b>François Massé</b>				
Préparer la Terre: Une Mission Claire, Définie et Partagée	X			
La Planification de l'amélioration: La Réussite de chaque élève!		X		
L'évaluation au service de l'apprentissage: La Réussite de chaque élève est possible!			X	
Podding: Closing the Gap With a Schoolwide Process of Intervention				X
<b>Mike Mattos</b>				
Digging Deeper Into the RTI at Work Pyramid: Creating Collaborative Teams	X			
Concentrated Instruction at Secondary Schools: Selecting and Prioritizing Essential Standards		X		
Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma			X	
It's About Time: Planning Interventions and Extensions in Secondary School				X

## Session Descriptions

### **Day 1—Morning Keynote**

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

##### **Simplifying Response to Intervention: Four Essential Guiding Principles**

Many schools struggle to realize the powerful potential of RTI because they are too focused on paperwork and protocols, think too rigidly to meet the unique needs of each school, or view RTI narrowly as a means of qualifying kids for special education.

Luis F. Cruz shares a new way of thinking about RTI and simplifies the process to four essential elements (the four Cs of RTI): collective responsibility, concentrated instruction, convergent assessment, and certain access.

### **Day 1—Morning Breakouts**

#### **Austin Buffum**

##### **Creating a Culture of Collective Responsibility: From Believing to Doing**

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

Participants in this session:

- Assess their own school's beliefs relative to the two assumptions above.
- Acquire tools and strategies to create this condition in their school.
- Examine the differences between cultural change and structural change.

#### **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 all students learn at high levels.

Participants can expect to:

- 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 of teams throughout the school.
- Understand the need for various stakeholders, especially teachers, to align effective leadership practices with essential RTI processes.

## **François Massé**

### **Préparer la Terre: Une Mission Claire, Définie et Partagée**

Comment vivre une mission claire et définie? Comment s'assurer que chaque membre du personnel ait des attentes élevées envers ses élèves? François Massé examine deux composantes souvent négligées, mais ayant un impact sur la réussite des élèves. Les participants apprennent également un processus favorisant un dialogue professionnel portant sur une mission, une vision et des engagements à assurer la réussite de chaque élève.

## **Mike Mattos**

### **Digging Deeper Into the RTI at Work Pyramid: Creating Collaborative Teams**

RTI is a collaborative process in which staff members take collective responsibility for the success of all their students. To achieve this goal, three critical teams drive the RTI process: collaborative teacher teams, a school leadership team, and a school intervention team. Mike Mattos discusses team configurations and responsibilities, offering practical ideas for making teams highly effective.

Participants in this session:

- Learn options for successful teacher team configuration.
- Address how to form teams for singleton teachers.
- Discuss how support staff, such as school psychologists, counselors, and librarians, fit into collaborative teams.
- Define the characteristics of an effective site intervention team.

## **Day 1—Afternoon Keynote**

### **Austin Buffum**

#### **Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning**

Rather than asking how to raise scores, collaborative teams should ask what specifically students need to master and how they can construct a plan for instruction, intervention, and enrichment to achieve mastery for every student.

Austin Buffum helps teams clarify how to identify the essential knowledge and skills students must master to be successful in school and in life.

## **Day 1—Afternoon Breakouts**

### **Austin Buffum**

#### **Concentrated Instruction at Elementary Schools: Selecting and Prioritizing Essential Standards**

This session provides a process for identifying and prioritizing essential standards at the elementary school level. This includes establishing criteria to identify essential standards, prioritizing in a team which standards are critical for high levels of learning, and turning standards into student-friendly, “I can” statements for student goal setting.

After this session, participants can:

- Use effective tools for selecting and prioritizing essential standards at their schools.
- Put these ideas and processes into practice.
- Understand how to share and apply these concepts schoolwide.

## **Luis F. Cruz**

### **If Your Teams Cannot Collaborate Effectively, Then “Forget About It!”**

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 can expect to 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

## **François Massé**

### **La Planification de l’amélioration: La Réussite de chaque élève!**

La communauté d’apprentissage professionnel se traduit par l’efficacité des équipes de collaboration à assurer la réussite de chaque élève. Cette session permet aux participants de se familiariser avec une séquence d’enseignement et d’apprentissage permettant aux équipes de collaboration de maximiser les compétences des membres à assurer la réussite de chaque élève. Les participants vivent l’encadrement suggéré pour les équipes de collaboration favorisant les plus hauts niveaux de professionnalisme, de précision et de personnalisation chez le personnel enseignant. Il discutent aussi d’un processus explicite pour l’élaboration d’un objectif SMART interdépendant et de sa puissance à mobiliser toutes les expertises vers l’atteinte d’attentes élevées.

## **Mike Mattos**

### **Concentrated Instruction at Secondary Schools: Selecting and Prioritizing Essential Standards**

Concentrated instruction represents a clear picture of what we want our students to learn. To manage this challenging task and achieve impressive results, a focused and coherent plan must prioritize standards and concentrate instruction in ways that help all students grow. This increases ownership in student learning and helps collaborative teams develop a common interpretation of standards and rigor. By having a focused and prioritized set of standards, teachers and teacher teams establish a pathway to ensure their instructional practices help all students achieve mastery. Mike Mattos addresses these essential questions: How do we establish essential or priority standards? and What tools and protocols best help secondary teachers use these standards in instruction and assessment?

Participants in this session:

- Identify the criteria and process for establishing priority standards that drive instruction and intervention and apply these ideas in their schools.
- Examine examples of essential standards in secondary schools.
- Understand how to best focus instruction and intervention practices.

## **Day 2—Morning Keynote**

### **Austin Buffum**

#### **Convergent Assessment: Connecting the Dots to Increase Student Achievement**

Assessment *converges* collective responsibility, concentrated instruction, and certain access to meet 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* student results, not merely to measure and record them. Creating and analyzing assessments guide 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.

## **Day 2—Morning Breakouts**

### **Austin Buffum**

#### **Top-Down, Bottom-Up, or Both?**

Why are so many schools and districts struggling to reap the benefits of RTI? Some mistakenly view RTI as a new way to qualify students for special education—a process of trying a few token interventions before referring struggling students for traditional special education testing and placement. Others implement RTI from a compliance perspective, doing just enough to meet mandates. Still others' RTI efforts are driven by a desire to raise test scores, which too often leads to practices counterproductive to the guiding principles of RTI.

Austin Buffum explores the findings from two recent articles and applies these findings to the leadership aspects of RTI at the school site and the central office. Participants learn the difference between bureaucratic and professional change strategies while examining their own RTI implementation efforts. Dr. Buffum facilitates a structured dialogue among site and central office staff as they share best practices for supporting and sustaining RTI efforts across entire districts or systems.

### **Luis F. Cruz**

#### **Staff Resistance to the RTI Process: What Do We Do When Colleagues at Our Site Refuse to Participate?**

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 measures teams can use to proactively address resistance.

Participants can expect to 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

### **François Massé**

#### **L'Évaluation au service de l'apprentissage: La Réussite de chaque élève est possible!**

L'évaluation des élèves, lorsqu'elle est au service de l'apprentissage, est un puissant levier permettant aux élèves de développer l'engagement, la persévérance, et l'effort nécessaire pour maîtriser des attentes élevées. Durant cette session, les participants discutent des pratiques évaluatives qui renforcent une mentalité fixe auprès des apprenants, ralentissant ainsi l'apprentissage. Comment développer chez les enseignants et les élèves une mentalité perfectible? Cette session explore différentes pratiques évaluatives qui soutiennent le développement des apprenants.

## **Mike Mattos**

### **Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma**

Some students struggle in school because they lack academic skills and knowledge. Others struggle because they do not demonstrate the behaviors necessary to succeed in school. And often, the most at-risk youth lack both. This session shows how the PLC at Work process can be used to target and teach essential social and academic behaviors at-risk students need to thrive in school.

## **Day 2—Afternoon Keynote**

## **Mike Mattos**

### **Certain Access: How to Create a Multitiered System of Supports**

How do educators guarantee that all children learn at high levels? Mike Mattos addresses this vital question and explains the critical role of support professionals in the RTI at Work process, including counselors, psychologists, librarians, and speech therapists.

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 is appropriate.

## **Day 2—Afternoon Breakouts**

## **Austin Buffum**

### **It's About Time: Planning Interventions and Extensions in Elementary School**

What does an effective elementary school intervention process look like? Austin Buffum provides participants with practical, proven intervention ideas, including ways to create a schoolwide process that identifies students for extra help and ways to create time for intervention and extension within the master schedule.

## **Luis F. Cruz**

### **Applying the Four Cs of RTI to Ensure Academic Success for English Learners**

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 the four Cs of RTI (collective responsibility, concentrated instruction, convergent assessment, and certain access) as it applies to intervention for English learners.

Participants can expect to:

- Learn how the formation of an English learner task force 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 not all English learners require the same instruction and, as a result, must first integrate *concentrated instruction* to determine critical next steps toward academic success.

## **François Massé**

### **Podding: Closing the Gap With a Schoolwide Process of Intervention**

RTI is most effective when we offer extra time and different strategies for students who have not learned as well as enriched learning activities for those who have. François Massé offers insights into schools that have created extra time and support for students within their master schedules. Participants discover how successful schools differentiate and meet students' learning needs by creating pods during intervention time that engages *all* teachers in closing the gap for *all* students.

## **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.

Participants in this session:

- Identify characteristics of a classroom culture focused on learning.
- Recognize powerful feedback processes for students.
- Explore ways for students to reflect through self-regulation and tracking.

## **Day 3—In-Depth Seminars**

### **Austin Buffum**

#### **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.

## **François Massé**

### **Putting It All Together: How Districts Can Support the RTI Process in Schools of All Sizes**

Districts play an essential role in accelerating and supporting RTI implementation in their schools. What are the essential conditions districts must consider in facilitating this way of working in each school? François Massé describes the characteristics of high-performing districts of all sizes that lead to successfully implementing the RTI process.



## **Mike Mattos & Luis F. Cruz**

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

This seminar guides participants 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 inverted pyramid of an RTI at Work as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas of improvement, and immediate action steps.

### **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.