

Agenda

October 28–30 • Laval, Québec

Monday, October 28

7:00–8:00 a.m.	Registration	Vimont
	Continental Breakfast	Laval Lobby
8:00–9:45 a.m.	Keynote LIVE —Luis F. Cruz <i>Redesigning Our Schools for All Students: Embracing the RTI at Work Process</i>	Laval
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout LIVE —Luis F. Cruz <i>From a 20th Century Leadership Team to a 21st Century Guiding Coalition</i>	Laval
	Breakout LIVE —François Massé <i>Effective Schools: A Cultural Transformation Assuring Every Student's Success</i>	Duvernay
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Keynote RECORDED —Austin Buffum <i>Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning</i>	Laval
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	Breakout Session LIVE —Luis F. Cruz <i>If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation</i>	Laval
	Breakout RECORDED —Mike Mattos <i>Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma</i>	Duvernay

Tuesday, October 29

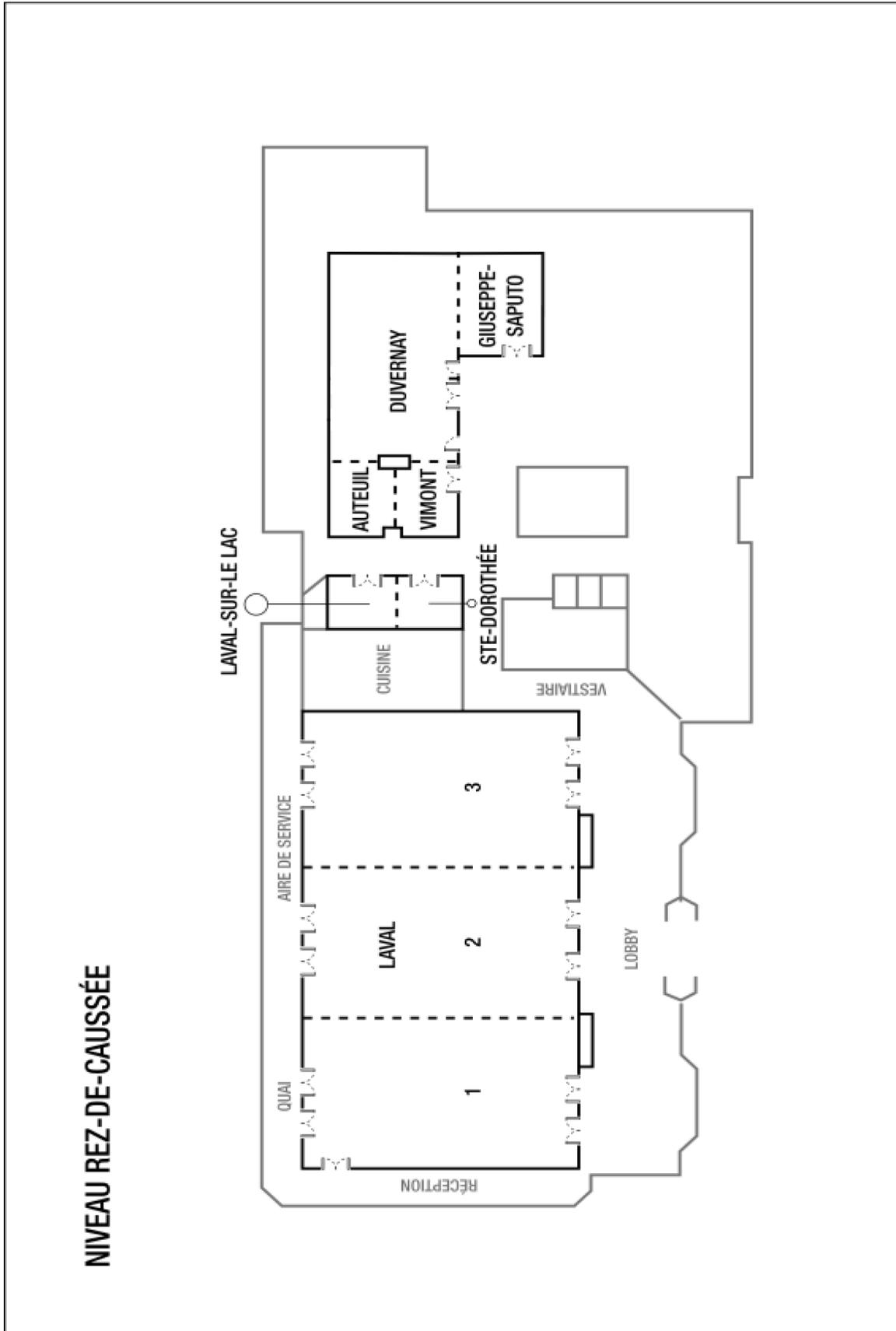
7:00–8:00 a.m.	Registration and Continental Breakfast	Laval Lobby
8:00–9:45 a.m.	Keynote RECORDED —Nicole Dimich Vagle <i>Convergent Assessment: Evidence to Increase Student Learning</i>	Laval
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout LIVE —François Massé <i>Principals and Teachers: Leading the Journey Toward RTI Implementation</i>	Duvernay
	Breakout RECORDED —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>	Laval
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–3:00 p.m.	Elementary Breakout RECORDED —Austin Buffum <i>It's About Time! Planning Interventions and Extensions in Elementary School</i>	Laval
	Team Time	
	Secondary Breakout RECORDED —Mike Mattos <i>It's About Time! Planning Interventions and Extensions in Secondary School</i>	Duvernay
3:00–3:15 p.m.	Break	
	Breakout LIVE —Luis F. Cruz <i>Time for Change: What Do We Do When Colleagues at Our Site Refuse to Participate in the RTI at Work Process?</i>	Laval
3:15–4:45 p.m.	Breakout RECORDED —Nicole Dimich Vagle <i>Analyzing Student Work to Plan Tier 1 and Tier 2 Responses</i>	Duvernay

Wednesday, October 30

7:00–8:00 a.m.	Registration and Continental Breakfast	Laval Lobby
8:00–10:15 a.m.	In-Depth Seminar LIVE —Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary and Secondary</i>	Laval
	In-Depth Seminar LIVE —François Massé <i>Putting It All Together: How Districts Can Support the RTI Process in Schools of All Sizes</i>	Duvernay
10:15–10:30 a.m.	Break	
10:30–11:15 a.m.	Keynote RECORDED —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>	Laval
11:15–11:30 a.m.	Closing Comments —Luis F. Cruz	Laval

Agenda is subject to change.

Sheraton Laval Hotel



Session Descriptions—Day 1

Monday, October 28

MORNING KEYNOTE—8:00–9:45 A.M. (LIVE)

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 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. (LIVE)

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.

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Participants in this session:

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

François Massé

Effective Schools: A Cultural Transformation Assuring Every Student's Success

Most schools have a mission or purpose statement. Very often, these statements are written and forgotten. Effective Schools research shows a shared mission is critical to aligning staff energy. How do we engage staff in committing to a shared mission? François Massé shows how to leverage a mission statement into staff commitment to action. Teachers must take the mission statement off the wall and live it in every classroom. Shared commitment unifies behaviors and decision making.

Participants at this session:

- Identify how a mission statement drives actions.
- Learn how values translate into daily commitments for student improvement.
- Develop a transparent mission statement so adults can support each other in fulfilling their commitments.

Session Descriptions—Day 1

Monday, October 28

AFTERNOON KEYNOTE—1:00–2:30 P.M. (RECORDED)

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.

AFTERNOON BREAKOUTS—2:45–4:15 P.M.

Luis F. Cruz (LIVE)

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
- How to identify standards all students are expected to learn
- Ways to unpack standards to generate learning targets and build common formative and summative assessments

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Mike Mattos (RECORDED)

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.

Session Descriptions—Day 2

Tuesday, October 29

MORNING KEYNOTE—8:00–9:45 A.M. (RECORDED)

Nicole Dimich Vagle

Convergent Assessment: Evidence to Increase Student Learning

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 use assessments to *improve* student results, not merely to measure and record them. Creating and analyzing assessments 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—10:00–11:30 A.M.

François Massé (LIVE)

Principals and Teachers: Leading the Journey Toward RTI Implementation

Leadership matters when it comes to student success. Research shows how principals, teacher leaders, and district leaders contribute mightily to student learning. François Massé describes key characteristics leaders need to help students grow. Using evidence from studying highly effective districts in Canada, participants reflect on apply these characteristics in their own context.

Participants in this session:

- Learn skills that drive the RTI process.
- Identify their own strengths and opportunities to become better leaders.
- Reflect on school support to maximize staff competencies.
- Learn how to use time to focus on the RTI process.

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Mike Mattos (RECORDED)

Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports

Mike Mattos discusses 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.

Session Descriptions—Day 2

Tuesday, October 29

AFTERNOON BREAKOUTS—1:00–3:00 P.M. (RECORDED)

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.

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.

LATE AFTERNOON BREAKOUTS—3:15–4:45 P.M.

Luis F. Cruz (LIVE)

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

Nicole Dimich Vagle (RECORDED)

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 that students learn essential standards and next steps to 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 student proficiency levels to plan interventions.
- Learn effective interventions by examining student work.
- Explore how teams create time to analyze student work, review assessment results, and implement related interventions.

Session Descriptions—Day 3

Wednesday, October 30

IN-DEPTH SEMINARS—8:00–10:15 A.M. (LIVE)

Luis F. Cruz

Putting It All Together: Creating a Multitiered System of Supports— Elementary and 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.

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.

MORNING KEYNOTE—10:30–11:15 A.M. (RECORDED)

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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.