



PORTABLE EVENT Package

Session Descriptions

Austin Buffum

Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning

KEYNOTE

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.

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.



Brian 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.

Mason Crest abandoned the idea that one or few English language, special education, or other teaching specialists could meet all the learning needs of many students. Its specialist teachers became members of grade-level, collaborative teacher teams to ensure all teachers take collective responsibility for every student.

In this session, elementary-level administrators and teachers learn about a scheduling system that allows meaningful collaboration, teamwork, and learning for adults, and which can be implemented easily. This system builds the capacity of all teachers to support English learners effectively, students receiving special education services, and any other student needing support to learn at high levels.

Participants can expect to:

- Discover how a particular school developed a master schedule that involves all staff.
- Understand the importance of creating meaningful teams and team norms.
- Explore various 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.

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.



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

This session 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 can expect to:

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

Luis F. Cruz

Simplifying Response to Intervention: Four Essential Guiding Principles

KEYNOTE

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.

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 address resistance proactively.

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

Convergent Assessment: Evidence to Increase Student Learning

KEYNOTE

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 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.

Mike Mattos

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

KEYNOTE

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.



Eating the Elephant: Transforming Ideas Into Action

KEYNOTE

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.

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.

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.

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.



Sarah Schuhl

Creating Common Assessments for Team and Student Learning

Common assessments help students and teachers answer the second critical question of a PLC, How do we know if students learned it?

Sarah Schuhl helps address the purpose of assessments and how to identify what students have and have not yet learned. Participants explore considerations for writing quality common assessments and using them to involve students in their learning.

Outcomes from this session include:

- Understanding a balanced assessment system
- Exploring considerations for item types to include on common assessments
- Learning how to use common assessments to help students self-reflect

Nicole Dimich Vagle

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