

# Agenda

*Times are in the time zone of the streaming site.*

## Day 1

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>
9:45–10:00 a.m.	Break
10:00–11:30 a.m.	<b>Breakout Sessions</b>
11:30 a.m.–12:30 p.m.	Lunch
12:30–2:00 p.m.	<b>Keynote</b> —Mike Mattos <i>Focus! Ensuring Access and Equity Through a Guaranteed and Viable Curriculum</i>
2:00–2:15 p.m.	Break
2:15–3:45 p.m.	<b>Breakout Sessions</b>

## Day 2

8:00–9:30 a.m.	<b>Keynote</b> —Nicole M. Dimich <i>Assessment: Powerful Information to Increase Student Learning</i>
9:30–9:45 a.m.	Break
9:45–11:15 a.m.	<b>Breakout Sessions</b>
11:15 a.m.–12:15 p.m.	Lunch
12:15–1:45 p.m.	<b>Keynote</b> —Mike Mattos <i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i>
1:45–2:00 p.m.	Break
2:00–3:30 p.m.	<b>Breakout Sessions</b>
3:30–4:15 p.m.	<b>Team Time</b> —Join this opportunity to reflect and work collaboratively with your team.
7:00–8:00 p.m.	<b>Webinar</b> —Mike Mattos <i>Parents as Partners!</i>

## Day 3

8:00–10:15 a.m.	<b>In-Depth Seminar</b> —Mike Mattos & Paula Maeker <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i>
	<b>In-Depth Seminar</b> —Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>
	<b>In-Depth Seminar</b> —Nicole M. Dimich <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i>
10:15–10:30 a.m.	Break
10:30–11:30 p.m.	<b>Keynote</b> —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>

*Agenda is subject to change.*

## Breakouts at a Glance

### 10:00–11:30 a.m.

<b>Luis F. Cruz</b> <i>From a 20th Century Leadership Team to a 21st Century Guiding Coalition</i>
<b>Nicole M. Dimich</b> <i>Using Data to Guide Collective Responsibility for Student Learning</i>
<b>Paula Maeker</b> <i>From Purpose to Practice: Building a Culture of Collective Commitment in Elementary Teams</i>
<b>Mike Mattos</b> <i>Leading Change: How to Build a Culture of Collective Responsibility</i>

### 2:15–3:45 p.m.

<b>Luis F. Cruz</b> <i>If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation</i>
<b>Nicole M. Dimich</b> <i>Facilitating the Process of Identifying Essential Standards</i>
<b>Paula Maeker</b> <i>Concentrated Instruction in Literacy</i>
<b>Mike Mattos</b> <i>Interventions That Work! Making Your Current Site Interventions More Effective</i>

# Breakouts at a Glance

DAY 2

## 9:45–11:15 a.m.

**Luis F. Cruz**

*Time for Change: What Do We Do When Colleagues at Our Site Refuse to Participate in the RTI at Work Process?*

**Nicole M. Dimich**

*Analyzing Student Work to Plan Tier 1 and Tier 2 Responses*

**Paula Maeker**

*Finding Solutions: A Systemwide Response to Behavior Interventions*

**Mike Mattos**

*The Power of One: Creating High-Performing Teams for Singleton Staff*

## 2:00–3:30 p.m.

**Luis F. Cruz**

*English Learners and the RTI at Work Process*

**Nicole M. Dimich**

*Investing Students in the RTI at Work Process*

**Paula Maeker**

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

**Mike Mattos**

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



# Session Descriptions

## DAY 1

### KEYNOTES

#### Luis F. Cruz

##### **Redesigning Our Schools for *All* Students: Embracing the RTI at Work Process**

We depend on today's schools to help all students learn at grade level or higher. But what if schools never were established with that purpose in mind? What if well-intentioned public school educators cannot create a learning-for-all culture since they never experienced it as young students?

Luis F. Cruz shares a new way of thinking. Educators today must redesign schools structurally and culturally so all students learn at high levels. Dr. Cruz's strategies help teachers and leaders think and perform "outside the box"—to look at their schools and students in exciting and dynamic ways.

#### Mike Mattos

##### **Focus! Ensuring Access and Equity Through a Guaranteed and Viable Curriculum**

Rather than merely raising high-stakes test scores, collaborative teacher teams must guarantee what all students are required to learn during each unit, trimester, or semester.

When some students fall short, preventions and interventions must follow—by student, by standard, and by target. As these actions occur, high-stakes test scores rise because all students experience success. Mike Mattos provides tools to transform thinking from coverage to mastery.

### MORNING BREAKOUTS

#### Luis F. Cruz

##### **From a 20th Century Leadership Team to a 21st Century Guiding Coalition**

When students do not initially learn, schools must take action within a concerted, well-informed system. Who better to ignite this movement than teachers, staff, and administrators united as a guiding coalition?

Luis F. Cruz shares how the guiding coalition molds a school's culture and implements RTI mindsets and practices. Successful RTI processes require a firm understanding of school team and stakeholder roles. A guiding coalition generates collective responsibility to help all students achieve academic success.

Dr. Cruz shares the difference between a school's often-antiquated leadership team and a powerful guiding coalition focused on ensuring all students learn at high levels.

# Session Descriptions

## DAY 1

### Nicole M. Dimich

#### **Using Data to Guide Collective Responsibility for Student Learning**

Focused analysis of schoolwide and collaborative team data is vital to being collectively responsible for *all* student learning. What examples of *quantitative* and *qualitative* data help determine which students require targeted, specific interventions? Which assessment data should teams collect, and how should they use it? Collective responsibility requires recognizing current reality and intentionally planning for all students to learn at high levels.

Nicole M. Dimich answers these questions and helps attendees take steps to use and analyze schoolwide and collaborative team data to ensure their students' academic growth.

### Paula Maeker

#### **From Purpose to Practice: Building a Culture of Collective Commitment in Elementary Teams**

"If we truly believe that all students can learn at high levels, then what will they see us doing?" These words, written by author and consultant Janel Keating, demand that we face our commitments directly.

Our goal is to develop a culture in relentless pursuit of every child learning at high levels. All stakeholders must collectively commit through a shared mission, guiding vision, protected values, and common goals.

Paula Maeker debunks myths that stall a learning-for-all culture and uncovers the truths that maximize learning outcomes for all students by name, strength, and need.

Participants build shared knowledge in:

- Confronting labels that limit expectations
- Developing a plan to respond to all learners' needs
- Reviewing systems and structures that support a learning-for-all culture
- Exploring tools and templates to guide work
- Reflecting on current stages of team development and identifying next steps
- Celebrating team efforts and achievements

### Mike Mattos

#### **Leading Change: How to Build a Culture of Collective Responsibility**

The fundamental purpose of a PLC—and the reason to create a multitiered system of interventions—is to ensure every student learns at high levels. Yet, implementing PLC and RTI practices will create a cultural tug-of-war on campus if staff members refuse to align their school mission to this outcome.

Mike Mattos addresses how a site leadership team can create a culture of collective responsibility. During this session, Mike guides participants to:

- Assess their current school culture.
- Learn a six-step process to reach consensus for a learning-focused school mission.
- Review and use materials from *Taking Action*.

# Session Descriptions

## DAY 1

### AFTERNOON BREAKOUTS

#### Luis F. Cruz

##### **If Teacher Teams Cannot Collaborate, Forget About Effective RTI Implementation**

Is effective teacher collaboration synonymous with collective planning? Does collaboration consist of merely sharing resources? Luis F. Cruz thinks collaboration can be so much more!

Collaboration plays a pivotal role in implementing RTI practices. Teams must identify and unpack essential standards, weighing significant considerations. They then must extrapolate clear learning targets from these standards and determine how to assess them.

Participants learn:

- The difference between ineffective “coblaboration” and effective collaboration
- The process of identifying standards all students must learn
- How to unpack standards to generate learning targets and build common formative and summative assessments

#### Nicole M. Dimich

##### **Facilitating the Process of Identifying Essential Standards**

Understanding student strengths and planning for their diverse needs are not new, but the depth and breadth of the challenges are unprecedented.

Critical to meeting distinct student needs are processes to determine essential standards, choosing assessment evidence, and analyzing data. Collaborative teams and individual teachers must understand the *why* and get support to engage deeply, accelerate student learning, and increase learning. Nicole M. Dimich focuses on methods to empower teams and facilitate this process.

#### Paula Maeker

##### **Concentrated Instruction in Literacy**

At the center of concentrated instruction, teams work to articulate what every student must know and be able to do. Teams identify, prioritize, and dissect essential learning targets in literacy, building a plan of action to guarantee mastery for every student. Teams also must know how to ensure all students learn at high levels. They have to respond immediately and effectively when students do not.

Participants in this session learn to:

- Identify criteria for setting essential learning targets.
- Prioritize and pace essential learning outcomes.
- Create “I can” statements, success criteria, and coaching questions to lead students through the progression of essential targets.
- Examine tools and protocols to support the work of teams.
- Build shared knowledge in designing focused instruction and intervention.

# Session Descriptions

## DAY 1

**Mike Mattos**

**Interventions That Work! Making Your Current Site Interventions More Effective**

A *system* of interventions is only as effective as the *individual* interventions that comprise it. Despite honorable intentions, many school interventions fail, primarily because efforts don't align with the characteristics proven most fruitful.

Participants learn the six essential characteristics of effective interventions and a robust process for applying them. The most significant difference between a traditional school and a PLC is how each responds when students falter. Mike Mattos illustrates how to perform CPR—*create powerful responses*—when students don't learn.



# Session Descriptions



## KEYNOTES

### Nicole M. Dimich

#### **Assessment: Powerful Information to Increase Student Learning**

Collaborative teams use convergent assessment to analyze student learning, review instructional practices, and collectively respond to each student's needs. Nicole M. Dimich highlights assessment strategies and knowledge that teacher teams use to improve student learning—not merely to measure and record it.

Creating and analyzing assessment evidence guides 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**

Mike Mattos discusses essential elements to systematically provide supplemental Tier 2 and intensive Tier 3 interventions for academics and behavior. He shares how to tap into teacher teams and support staff 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.

## MORNING BREAKOUTS

### 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 book with Anthony Muhammad, *Time for Change: Four Essential Skills for Transformational School and District Leaders*, to give participants ways to deal with rational and irrational forms of resistance to the RTI Work process.

Participants learn:

- Why resistance is a common reaction when implementing 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

# Session Descriptions

**Nicole M. Dimich**

## **Analyzing Student Work to Plan Tier 1 and Tier 2 Responses**

At their best, collaborative teams examine assessment data and student work to determine individual and group learning needs. Common formative assessments provide numerical data, and student work offers insights into how well pupils learn essential standards and ways to help them grow.

Nicole M. Dimich explores how teams analyze data and student work to plan effective interventions. Participants in this session:

- Practice analyzing data and student work.
- Determine characteristics of effective interventions.
- Explore how teams can build time in their schedules for these critical practices.

**Paula Maeker**

## **Finding Solutions: A Systemwide Response to Behavior Interventions**

Teachers often agonize over students whose behaviors don't support learning. How do teachers collectively solve the skill versus will dilemma when students haven't cultivated scholarly dispositions? If we have high expectations, we must provide high support.

Teacher teams and campus leaders learn to create systemwide responses to help students monitor their progress in academic and behavior targets at tiers 1, 2, and 3. Participants in this session learn to develop structures to implement positive behavior intervention and supports. They focus on supporting teacher teams and students in reaching academic and social behavior goals in the classroom and beyond.

**Mike Mattos**

## **The Power of One: Creating High-Performing Teams for Singleton Staff**

High-performing collaborative teams are the foundation for any PLC—the engines that drive the entire process! Yet, it's hard to know how to incorporate all staff.

Nearly every school or district has these types of educators: singletons (the only person who teaches a grade level or course); multiple-grade-level instructors, such as a special education teacher or reading coach; or those providing supplemental support, such as a school counselor, psychologist, or librarian. How do these individuals fit into collaborative teams?

Mike Mattos offers guiding principles and real-life examples for educators who look to create inclusive collaborative teams by connecting to the *power of one*.

This session calls on participants to:

- Learn ways to create meaningful, job-embedded teams for singleton staff.
- Consider team options for elective and specials teachers, special education staff, and those who oversee unique programs.
- Repurpose a site intervention team into a high-performing collaborative team.

# Session Descriptions

## DAY 2

### AFTERNOON BREAKOUTS

#### Luis F. Cruz

##### English Learners and the RTI at Work Process

While the English learner population continues to grow, fewer schools have demonstrated significant learning levels for this critical cohort. Do educators lack the pedagogical skills to promote learning for these students? Do schools lack the resources?

Luis F. Cruz reviews the practical integration of collective leadership and shows how the RTI at Work process can accelerate learning for this growing and academically challenged group of students. As a current and former English learner, Luis has more than 30 years of public school experience working with students studying English as an additional language.

Participants in this session learn how to:

- Aid interventions through an English learner task force.
- Build common language, knowledge, and expectations via job-embedded professional development.
- Ensure academic success for EL learns through teacher teams.

#### Nicole M. Dimich

##### Investing Students in the RTI at Work Process

Educators too often shoulder responsibility for their students' learning but fail to bring students into the process.

How can students articulate what they are learning, describe their strengths, and plot the next steps? Can students learn from and act on feedback during instruction and on assessments? How do students track their progress in achieving essential standards?

For reflections to be meaningful, educators must consider how classroom culture influences student beliefs and dispositions about learning. Teachers can help students understand *why* they need intervention and *how* they learn best when invested in the process.

In this session, Nicole shares characteristics of classroom cultures focused on learning. She helps participants identify student feedback processes. Finally, they explore ways for students to reflect through self-regulation and tracking.

#### Paula Maeker

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

What does an effective elementary school intervention process look like? Paula Maeker offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

# Session Descriptions

**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 offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

**WEBINAR**

**Mike Mattos**

**Parents as Partners!**

Mike Mattos helps parents understand RTI at Work, a process founded on the PLC at Work model. RTI at Work's fundamental purpose is to ensure high levels of learning (at grade level or better) for students. This can only happen if the staff works and learns together in teams.

Schools must provide additional time and support to any student who experiences difficulty. Students should receive help regardless of the teacher to whom they are assigned!

Mike also shares how schools can continuously challenge students who have mastered the essential curriculum. Parents learn about three critical teams central to the RTI at Work process, and they receive questions to test whether schools adhere to RTI at Work practices. Parents also learn how to support their children in school and at home.

During this webinar, Mike reviews:

- The thinking behind a multitiered system of supports (MTSS)
- How RTI at Work and MTSS best succeed when built upon the PLC at Work framework
- The responsibilities and essential actions of the three critical teams
- How special education fits into MTSS and RTI at Work efforts

# Session Descriptions

## DAY 3

### IN-DEPTH SEMINARS

#### Mike Mattos & Paula Maeker

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

Participants step through the process of creating a multitiered system of intervention for elementary schools. 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:

- 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

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

Participants learn to create a multitiered system of intervention for secondary schools. 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 M. Dimich

##### **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 M. Dimich 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 reflect on current practices to determine next steps 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

**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 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 workable implementation plan and the inspiration to get started.