

# Agenda

## San Diego, CA • May 2–4

### Tuesday, May 2

7:00–8:00 a.m.	Registration	East/West Coast Ballroom
	Continental Breakfast	Loma Vista Terrace
8:00–9:45 a.m.	<b>Keynote</b> —Luis F. Cruz <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i>	Pacific Room A–D
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakouts</b>	See page 3.
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>	Pacific Room A–D
2:30–2:45 p.m.	Break	
2:45–4:15 p.m.	<b>Breakouts</b>	See page 3.

### Wednesday, May 3

7:00–8:00 a.m.	Registration	Pacific Room Foyer
	Continental Breakfast	Loma Vista Terrace
8:00–9:30 a.m.	<b>Keynote</b> —Nicole Dimich Vagle <i>Convergent Assessment: Evidence to Increase Student Learning</i>	Pacific Room A–D
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	<b>Breakouts</b>	See page 3.
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>	Pacific Room A–D
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	<b>Breakouts</b>	See page 3.
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>	Pacific Room A–D

### Thursday, May 4

7:00–8:00 a.m.	Continental Breakfast	Loma Vista Terrace
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>	Harborside Room
	<b>In-Depth Seminar</b> —Mike Mattos & Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	Pacific Room A–D
	<b>In-Depth Seminar</b> —Nicole Dimich Vagle <i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i>	East/West Coast Ballroom
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>	Pacific Room A–D

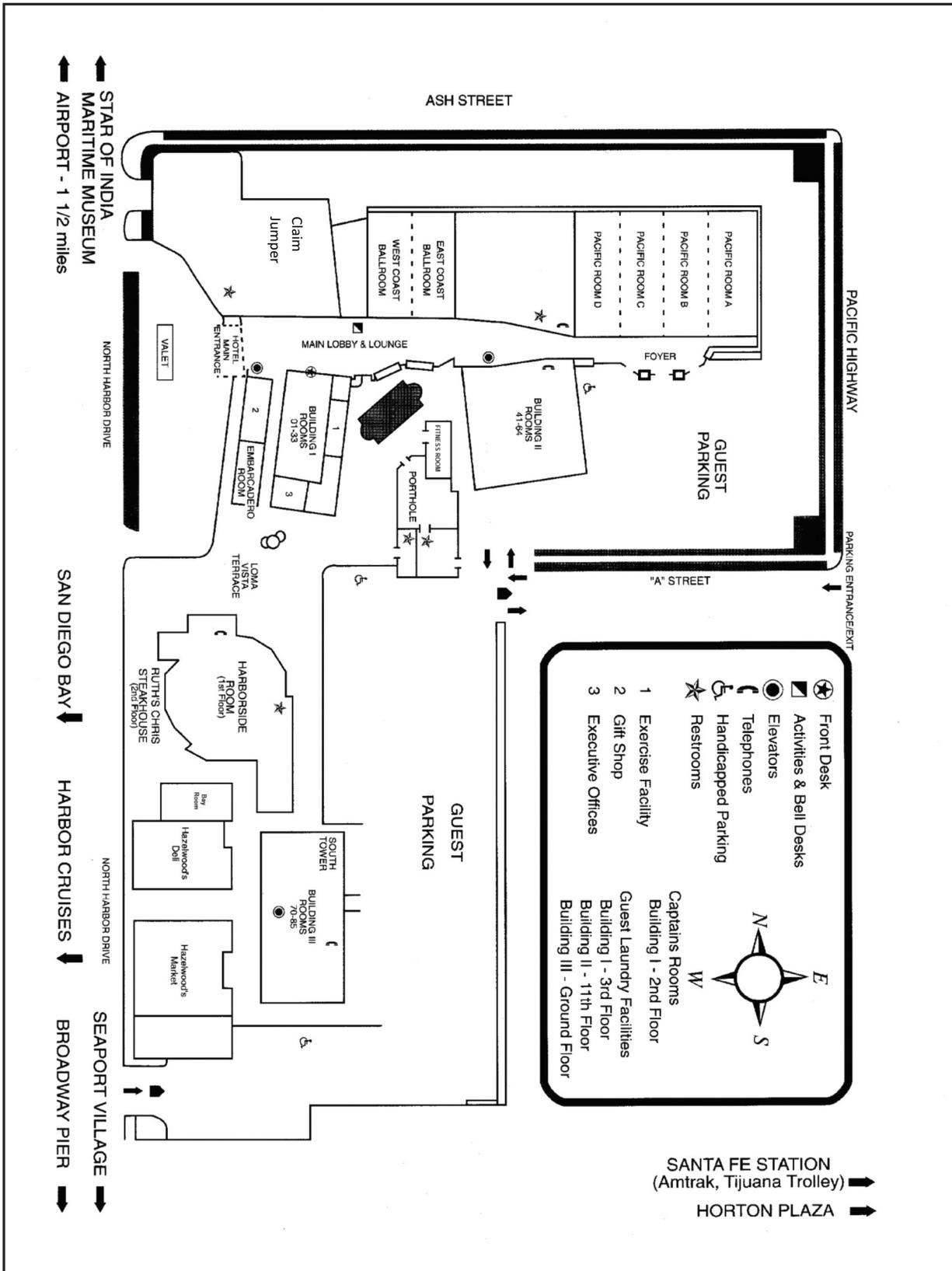
**Agenda is subject to change.**

# Breakouts at a Glance

Presenters & Titles	Tuesday, May 2		Wednesday, May 3	
	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	Harborside Room			
Concentrated Instruction at Elementary Schools: Selecting and Prioritizing Essential Standards		Harborside Room		
Top-Down, Bottom-Up, or Both?			Harborside Room	
It's About Time: Planning Interventions and Extensions in Elementary School				Harborside Room
<b>Luis F. Cruz</b>				
From a 20th Century Leadership Team to a 21st Century Guiding Coalition	Porthole			
If Your Teams Cannot Collaborate Effectively, Then "Forget About It!"		Porthole		
Staff Resistance to the RTI Process: What Do We Do When Colleagues at Our Site Refuse to Participate?			Porthole	
Applying the Four Cs of RTI to Ensure Academic Success for English Learners				Porthole
<b>Mike Mattos</b>				
Digging Deeper Into the RTI at Work Pyramid: Creating Collaborative Teams	Pacific Room A–D			
Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma		Pacific Room A–D		
Learning CPR: Making Your Current Site Interventions More Effective			Pacific Room A–D	
It's About Time: Planning Interventions and Extensions in Secondary School				Pacific Room A–D
<b>Nicole Dimich Vagle</b>				
Schoolwide Data: What Is Our Current Reality?	East/West Coast Ballroom			
Concentrated Instruction at Secondary Schools: Selecting and Prioritizing Essential Standards		East/West Coast Ballroom		
Analyzing and Responding to Formative Assessment Data			East/West Coast Ballroom	
Investing Students in the RTI Process				East/West Coast Ballroom

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# Wyndham San Diego Bayside Hotel



→ STAR OF INDIA  
 MARITIME MUSEUM  
 → AIRPORT - 1 1/2 miles

→ SAN DIEGO BAY  
 → HARBOR CRUISES

→ SEAPORT VILLAGE  
 → BROADWAY PIER

ASH STREET

PACIFIC HIGHWAY

NORTH HARBOR DRIVE

NORTH HARBOR DRIVE

→ SANTA FE STATION  
 (Amtrak, Tijuana Trolley)  
 → HORTON PLAZA

- ★ Front Desk
- ▣ Activities & Bell Desks
- Elevators
- ☎ Telephones
- ♿ Handicapped Parking
- ★ Restrooms

1 Exercise Facility  
 2 Gift Shop  
 3 Executive Offices

Captains Rooms  
 Building I - 2nd Floor  
 Guest Laundry Facilities  
 Building I - 3rd Floor  
 Building II - 11th Floor  
 Building III - Ground Floor

GUEST PARKING

GUEST PARKING

PARKING ENTRANCE/EXIT

"A" STREET

MAIN LOBBY & LOUNGE

FOYER

BUILDING II  
ROOMS  
41-94

BUILDING I  
ROOMS  
01-53

EMBARCADERO  
ROOM

HARBORSIDE  
ROOM  
(181-185)

SOUTH  
TOWER  
BUILDING III  
ROOMS  
70-85

RUTH'S CHRIS  
STEAKHOUSE  
(186-189)

Hazellwood's  
Deli

Hazellwood's  
Market

EAST COAST  
BALLROOM  
WEST COAST  
BALLROOM

PACIFIC ROOM A  
PACIFIC ROOM B  
PACIFIC ROOM C  
PACIFIC ROOM D

Claim  
Jumper

VALET

LOMA  
VISTA  
TERRACE

PORTHOLE

FINE'S ROOM

Bay  
Room

# Session Descriptions



## 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.

### **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.

### **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.

### **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.



= Keynote

# Session Descriptions

## **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**

### **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.

### **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.



= Keynote

# Session Descriptions

## **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

### **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

### **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.

# Session Descriptions



## 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.



### **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.

### **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.

### **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.



= Keynote

# Session Descriptions

## Mike Mattos

### Learning CPR: 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. In this breakout, participants learn the six essential characteristics of effective interventions and a powerful process to apply them.

The most significant difference between a traditional school and a PLC is how each responds when students don't learn. Mike Mattos shows how to *create powerful responses* (CPR) when students don't learn.

### 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.

Differentiated instruction is often misunderstood or seen as impractical. W. Richard Smith presents differentiated instruction as doable practices that maximize learning for *all* students. He discusses best practices and strategies to address the diverse learning needs of all students through five key areas: content, process, product, environment, and affect.



## 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 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.

### Schoolwide Data: What Is Our Current Reality?

Making a commitment to collective responsibility for *all* students learning requires a focused analysis of schoolwide data. What are the academic and behavioral issues adults in the building need to address? Which quantitative and qualitative data are needed to determine students' needs? Collective responsibility involves recognizing the current reality and planning to have all students achieve academic success.

Participants in this session:

- Identify the qualitative and quantitative data needed to address academic and behavioral realities.
- Determine between data currently collected that informs a collective responsibility and data that still need to be gathered to ensure student growth.



= Keynote

# Session Descriptions

## **Nicole Dimich Vagle**

### **Concentrated Instruction at the 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 for students. 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.

### **Analyzing and Responding to Formative Assessment Data**

The formative assessment process occurs naturally and often within each lesson taught during the day. Teachers can collect observational data to recognize strategies students use to complete a task and common misconceptions students have about the material. Common formative assessments also provide numerical data and examples of student work. When analyzed by a team, these items offer insights into the extent students learned essential standards and what next steps will help them grow. Each plays a role in helping teachers match instructional interventions to students' needs.

Participants in this session:

- Explore ways to collect meaningful data related to student learning.
- Analyze students' work to accurately determine their proficiency.
- Identify possible interventions students need to achieve mastery.

### **Investing Students in the RTI Process**

Too often, adults take ownership of having all students learn but fail to bring students into the process. How are students able to articulate what they are learning, their strengths, and next steps? How are students learning from and acting on specific feedback given during instruction and on assessments? How do students track their progress on essential standards? For student reflections on learning to be most meaningful, educators must consider how classroom culture positively influences a student's disposition and beliefs about his or her ability to learn. Teachers can help students understand *why* they need an intervention and why they learn best when they are invested in the process.

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.

# Session Descriptions

## 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.

### **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.

### **Nicole Dimich Vagle**

#### **Putting It All Together: Linking Instruction, Assessment, and Interventions**

Collaborative teams must link instruction, assessment, and intervention to build a solid RTI process. But how do they do this?

Nicole Dimich Vagle shows how to separate learning targets from prioritized 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 identify key elements of assessment design that provide meaningful interventions and promote student investment, and they collectively develop plans to implement in their schools.