

Agenda

Torrington, WY • September 13–15

Wednesday, September 13

7:00–8:00 a.m.	Registration	Foyer Hallway
	Continental Breakfast	Commons
8:00–9:45 a.m.	Keynote —Luis F. Cruz <i>Simplifying Response to Intervention: Four Essential Guiding Principles</i>	Gymnasium
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakouts	See page 3.
11:30 a.m.–12:30 p.m.	Lunch (provided)	Commons
12:30–2:00 p.m.	Keynote —Austin Buffum <i>Concentrated Instruction: Designing and Refining Our Instruction Around Student Learning</i>	Gymnasium
2:00–2:15 p.m.	Break	
2:15–3:45 p.m.	Breakouts	See page 3.

Thursday, September 14

7:00–8:00 a.m.	Registration	Foyer Hallway
	Continental Breakfast	Commons
8:00–9:30 a.m.	Keynote —Austin Buffum <i>Convergent Assessment: Connecting the Dots to Increase Student Learning</i>	Gymnasium
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Breakouts	See page 3.
11:15 a.m.–12:15 p.m.	Lunch (provided)	Commons
12:15–1:45 p.m.	Keynote —Mike Mattos <i>Certain Access: How to Create a Multitiered System of Supports</i>	Gymnasium
1:45–2:00 p.m.	Break	
2:00–3:30 p.m.	Breakouts	See page 3.
3:30–4:15 p.m.	Team Time <i>A collaboration time for your team. Presenters are available for help in team discussion.</i>	Gymnasium

Friday, September 15

7:00–8:00 a.m.	Continental Breakfast	Commons
8:00–10:15 a.m.	In-Depth Seminar —Tim Brown <i>Putting It All Together: Grading and Common Decision Points That Really Make a Difference</i>	405
	In-Depth Seminar —Austin Buffum <i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i>	201
	In-Depth Seminar —Mike Mattos & Luis F. Cruz <i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i>	Gymnasium
10:15–10:30 a.m.	Break	
10:30–11:30 a.m.	Keynote —Mike Mattos <i>Eating the Elephant: Transforming Ideas Into Action</i>	Gymnasium

Agenda is subject to change.

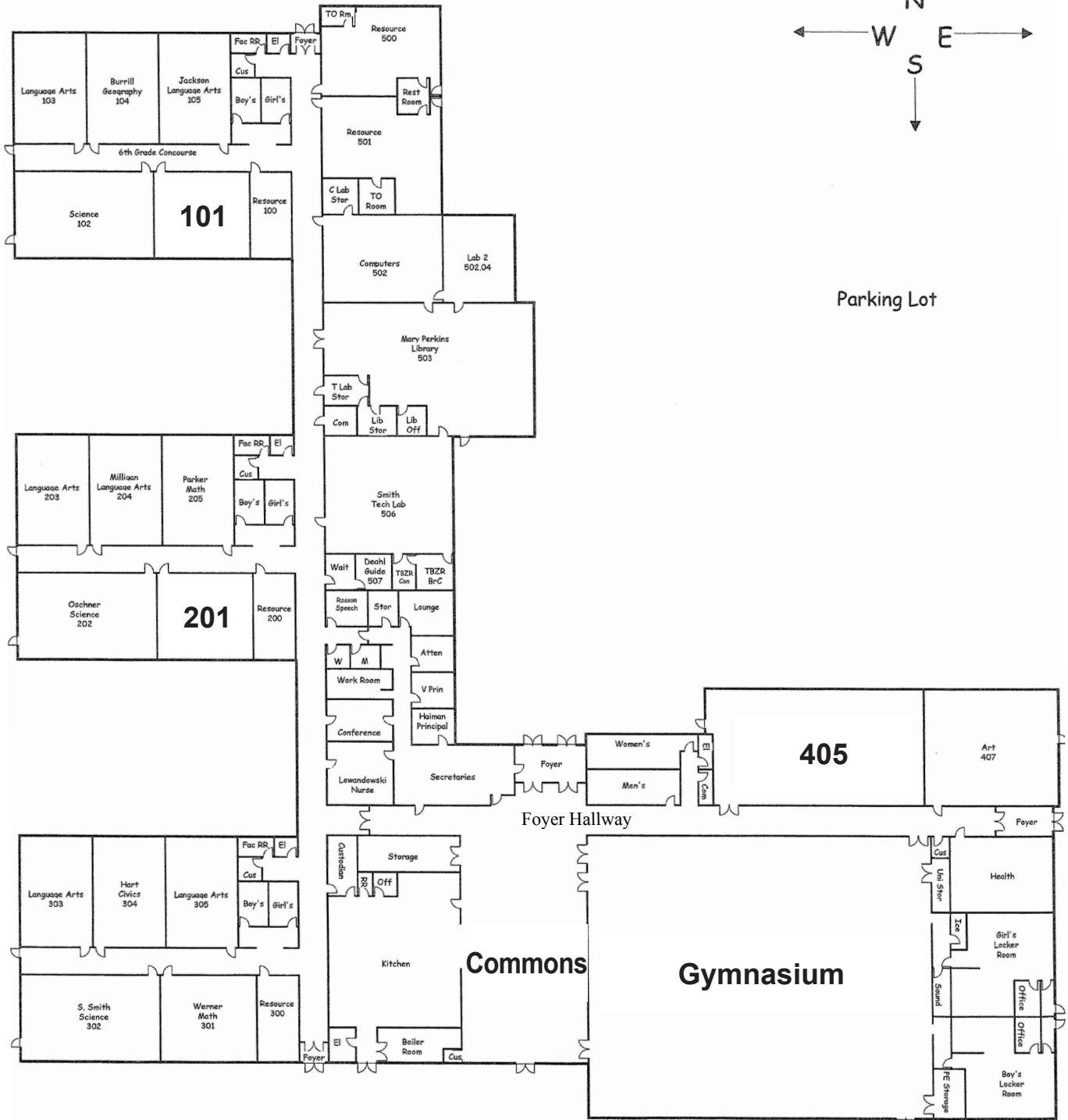
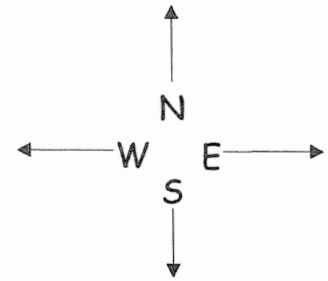
Breakouts at a Glance

Presenters & Titles	Wednesday, September 13		Thursday, September 14	
	10:00–11:30 a.m.	2:15–3:45 p.m.	9:45–11:15 a.m.	2:00–3:30 p.m.
Tim Brown				
Getting on the Same Page: Establishing a Common Vision About Student Learning	101			
Clear Targets: An Essential Component of Core Instruction		101		
Five Keys That Double the Speed of Learning: Analyzing and Responding to Formative Assessment Data			405	
Keeping Our Promise Through Tier 3 Interventions (Elementary)				101
Austin Buffum				
Creating a Culture of Collective Responsibility: From Believing to Doing	405			
The Teaching–Assessing Cycle: Using Assessment to Motivate and Improve Student Achievement		201		
Convergent Assessment: Digging Into the Data K–12			201	
It's About Time: Planning Interventions and Extensions in Elementary School				405
Luis F. Cruz				
From a 20th Century Leadership Team to a 21st Century Guiding Coalition	201			
If Your Teams Cannot Collaborate Effectively, Then “Forget About It!”		405		
Staff Resistance to the RTI Process: What Do We Do When Colleagues at Our Site Refuse to Participate?			101	
Keeping Our Promise Through Tier 3 Interventions (Secondary)				201
Mike Mattos				
Digging Deeper Into the RTI at Work Pyramid: Creating Collaborative Teams	Gymnasium			
Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma		Gymnasium		
Learning CPR: Making Your Current Site Interventions More Effective			Gymnasium	
It's About Time: Planning Interventions and Extensions in Secondary School				Gymnasium

Agenda is subject to change.

Torrington Middle School Map

Torrington Middle School
Room Assignments & Evacuation
2012-13



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

Tim Brown

Getting on the Same Page: Establishing a Common Vision About Student Learning

Daniel Goleman, author of *Emotional Intelligence*, argues that explicitly stated values are one of the most powerful steps to help a team become highly effective. Developing a common vision of instruction, assessment, and interventions at the classroom, team and schoolwide levels are critical steps in the RTI process. Tim Brown provides examples and shares proven strategies educators have used to develop their collective commitments and common vision.

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.



= Keynote

Session Descriptions

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.

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.



Session Descriptions

DAY 1—AFTERNOON BREAKOUTS

Tim Brown

Clear Targets: An Essential Component of Core Instruction

Richard Stiggins asserts that students can hit any target they know about and that stands still for them. Getting students clear on what they are being asked to learn is an essential component of formative assessment. Dr. Stiggins identifies seven strategies for formative assessment, all of which center on helping students understand clear learning targets. This breakout explores how teachers use learning targets to enhance the formative assessment practices of student self-reporting and goal setting.

Austin Buffum

The Teaching–Assessing Cycle: Using Assessment to Motivate and Improve Student Achievement

Austin Buffum provides information regarding the teaching–assessing cycle to be discussed as part of the “Convergent Assessment” keynote. By structuring informal and formal assessments that provide proactive, preventative feedback to students and teachers alike, more students experience success on summative, end-of-unit assessments.

Participants in this session:

- Unwrap standards into learning targets.
- Design assessment strategies at the target level.
- Develop a unit assessment map that answers the question, Where are we now?, at each step of learning.

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

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.

Session Descriptions

DAY 2—MORNING KEYNOTE



Austin Buffum

Convergent Assessment: Connecting the Dots to Increase Student Learning

Assessment *converges* collective responsibility, concentrated instruction, and certain access to meet the unique needs of each individual student. This interactive keynote highlights the critical understandings and strategies that collaborative teacher teams need in order to use assessment to *improve* student achievement, not merely to measure and record it. The guiding question, *Where are we now?*, frames the thinking and processes of powerful convergent assessment.

DAY 2—MORNING BREAKOUTS

Tim Brown

Five Keys That Double the Speed of Learning:

Analyzing and Responding to Formative Assessment Data

Formative assessment enhances learning for all students and especially those who struggle. Dylan Wiliam notes that when applied at a high level formative assessment practices can actually *double* the speed of learning. Participants examine five keys for improving assessment based on research from the Assessment Reform Group, a policy task force funded by the British Educational Research Association. This breakout explores each of the five keys and provides examples of how teachers activate and use each of the keys in their classrooms, teams, and schools.

Austin Buffum

Convergent Assessment: Digging Into the Data K–12

Once a collaborative team has identified what is essential for all students to master and has built common assessments that tell it “where each student is” relative to each essential skill or learning target, the team needs to practice using these data in a significant way.

This session provides K-12 data sets and a protocol for examining the data in order to target interventions/enrichment and identify effective teaching strategies. Participants engage in a role-playing activity and should therefore attend with other members of their school or team, if possible.

Participants in this session:

- Practice answering the questions, *How do we respond when students haven’t learned?* and *How do we respond when they already know it?*
- Experience a process for responding to common assessment data sets for both student and adult learning.
- Gain insights into current assessment practices.



Session Descriptions

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

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.

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.



= Keynote

Session Descriptions

DAY 2—AFTERNOON BREAKOUTS

Tim Brown

Keeping Our Promise Through Tier 3 Interventions (Elementary)

Tier 3 instruction differs from Tiers 1 and 2 in meaningful ways. Tier 3 brings more focus on teaching specific skills and increased intensity through more instructional time, smaller group sizes, and increased explicitness. An effective Tier 3 intervention process requires that educators in the school take an active role in identifying which students need intensive support to close learning gaps. This breakout examines various ways elementary schools determine which students need Tier 3 interventions and how to develop plans based on individual student's specific skills and learning needs. Participants also examine processes and models for frequently monitoring the effectiveness of intervention efforts to determine if the plan is working.

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

Keeping Our Promise Through Tier 3 Interventions (Secondary)

Tier 3 instruction differs from Tiers 1 and 2 in meaningful ways. Tier 3 brings more focus on teaching specific skills and increased intensity through more instructional time, smaller group sizes, and increased explicitness. An effective Tier 3 intervention process requires that educators in the school take an active role in identifying which students need intensive support to close learning gaps. This breakout examines various ways secondary schools determine which students need Tier 3 interventions and how to develop plans based on an individual student's specific skills and learning needs. Participants also examine processes and models for frequently monitoring the effectiveness of intervention efforts to determine if the plan is working.

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.

Session Descriptions

DAY 3—IN-DEPTH SEMINARS

Tim Brown

Putting It All Together: Grading and Common Decision Points That Really Make a Difference

Talking about grading practices is often a touchy subject, full of emotions, opinions, and personal beliefs. However, when schools make the shift from a focus on teaching to a focus on learning, they must be willing to examine policies, practices, and guidelines to see if they support the principles of learning. Tim Brown examines common decision points in grading and provides tools to engage colleagues in more thoughtful grading practices.

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.

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.

